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ABSTRACT

The Oklahoma Educational Indicators Program is a system developed under the Oklahoma Education Reform Act of 1990 to assess the performance of public schools and school systems. "Results 1993" includes data for the 1992-93 school year for all categories of measurement. Applicable indicators have been compiled separately for each school site, each school district, and the entire state. Indicators include student outcomes in terms of achievement test scores, student characteristics, including graduation and dropout rates, teacher characteristics, and financial information. The student enrollment in Oklahoma schools has increased by 3.7% over 1990 to 594,338 in 1993, based on average daily membership. Teaching staff increased by 7.7% over the same period. Test scores at the state level increased in all grades for the Iowa Tests of Basic Skills and the Tests of Achievement and Proficiency. American College Test and Scholastic Aptitude Test scores generally reflect an upward turn. Financial information for 1992-93 reflects the state's new cost accounting system. Nineteen graphs present indicator information in school, district, and state categories. Three appendixes add statistical and supplemental details. (SLD)

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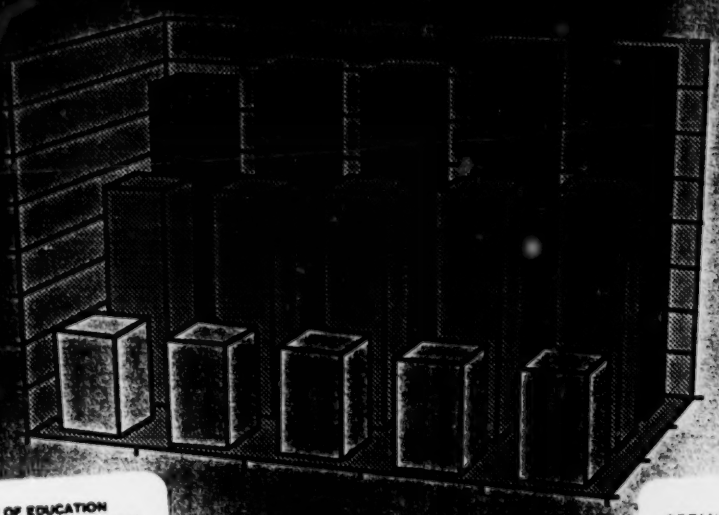
ED 378 242

Results 1993

Oklahoma Educational Indicators Program

STATE REPORT

(The First Progress Report on the Education Reform Act of 1990)



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Results 1993

Oklahoma Educational Indicators Program

STATE REPORT

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In accordance with Title 70 of the Oklahoma Statutes Sections 3-118 and 1210.531, this document is a summary to the people of Oklahoma of the relative accomplishments of the public schools and of progress being achieved for the school year beginning in the Fall of 1992 and ending in the Spring of 1993.

This publication was prepared by the Office of Accountability, was printed by the University of Oklahoma, University Printing Services, as authorized by Sandy Garrett, State Secretary of Education. Fifteen hundred copies have been prepared at a cost of $2,700.00. Copies have been deposited with the Publications Clearinghouse of the Oklahoma Department of Libraries. February, 1994.

February 1, 1994

TO THE CITIZENS OF OKLAHOMA:

We are pleased at this time to present *Results 1993,* the annual report prepared by the Office of Accountability on the Oklahoma Educational Indicators Program. The Indicators Program is a system developed in accordance with the Oklahoma Education Reform Act of 1990 for the purpose of assessing the performance of public schools and school districts.

Results 1993 is being issued to inform the public of the progress which has been made in achieving the goals of quality education. As Oklahoma continues its implementation of educational reforms, we encourage educators, parents, community members, and other interested persons and groups to use the information contained in these reports to effect continued improvement for all children in the state.

Results 1993 includes data for the 1992-93 school year for all categories of measurement. Applicable indicators have been compiled separately for each school site, each school district, and the entire state. Information reported for these entities is contained in three separate reports, as described in the following paragraph.

The School Report provides data in tabular form related to test results and other outcomes, as well as student and teacher information, for each public school site. The District Report is a graphic presentation of student and teacher information, revenue and expenditure data, test results, and other student outcomes for each public school district. The State Report contains a graphic display of state-level results for each major indicator for the most recent four-year period, plus a summary showing the progress made thus far in complying with the provisions of Oklahoma's 1990 Education Reform Act.

Results 1993 is truly a "report card" for Oklahoma's schools, in that it provides information to the public for its assessment of student learning in a wide range of categories. It also provides information about teachers and the resources available to meet Oklahoma's educational goals. Above all, the Indicators Program is concerned with results. It is designed to serve as an accurate system of educational measurement, without placing undue reliance upon any single type of indicator.

Sincerely,

Sandy Garrett
Secretary of Education

Grant C. Hall
Chairperson, Education Oversight Board

Results 1993

Oklahoma Educational Indicators Program

STATE REPORT

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Results 1993

OKLAHOMA EDUCATIONAL INDICATORS PROGRAM
STATE REPORT

I. EXECUTIVE SUMMARY

Results 1993 is the "report card" prepared by the Oklahoma Office of Accountability to reflect progress on various measurements of educational performance, as provided in the Oklahoma Educational Indicators Program. Statistical information on a wide array of educational indicators is presented by school site, school district, and the entire state. For the major indicators, changes in state results for the most recent four-year period, where available, are highlighted in the following paragraphs.

Oklahoma's student enrollment in public schools has increased from 573,323 in 1990 to 594,338 in 1993, based upon average daily membership (ADM). This reflects an increase of 3.7% during this period. There has also been a change in the ethnic makeup of our student population since 1990. The number of students in each ethnic category stated as a percentage of the total student population is shown as follows for 1990 and 1993:

	1990	1993	Change
Native American	11.4%	13.0%	1.6%
Hispanic	2.6%	3.1%	0.5%
Black	9.9%	10.2%	0.3%
Asian	1.1%	1.2%	0.1%
White	75.0%	72.5%	-2.5%

In regard to classroom teachers, the number of Full-Time Equivalent (FTE) staff increased from 35,559 in 1990 to 38,290 in 1993, a growth rate of 7.7%. During this same time period, the average teacher salary went from $24,659 to $28,170, an increase of 14.2%. The percent of teachers with advance degrees decreased from 41.1% in 1990 to 38.7% in 1993, while the average number of years as a teacher was 11.7 in 1993, the same as it was in 1990.

For student achievement, there was an increase in test scores at the state level in 1993 over 1990 in all grades taking the current Iowa Tests of Basic Skills and Tests of Achievement and Proficiency (ITBS/TAP), which were introduced in 1990. The composite percentiles are shown as follows for each grade:

	3rd	5th	7th	9th	11th
1990	55	58	57	59	53
1993	62	64	60	61	59

The average composite score for the American College Test (ACT) was 20.2, compared to 20.0 in 1990, the first year the current test was introduced. The national average for 1990 and 1993 was 20.6 and 20.7, respectively. However, on the Scholastic Achievement Test (SAT), the verbal and math scores in 1993 (482 and 530, respectively) were well above the national average and were both higher than in 1990 (478 and 523, respectively).

All districts in the state converted to the new Oklahoma Cost Accounting System (OCAS) during the 1991-92 school year. Accordingly, this year's Indicators Reports are the first to contain financial results based upon OCAS procedures. These procedures not only ensure uniform reporting from all districts, but also provide much greater accounting detail. Whereas the revenues and expenditures contained in this report involve the General Fund only, it is possible under OCAS to obtain details for other funds as well.

Accordingly, we plan to expand the reporting to include revenues and expenditures from other funds in future reports.

More than $2.1 billion in total revenues was funded for common education in 1993, an increase of 23.5% over the $1.7 billion funded in 1990. Of the 1993 total, nearly $1.5 billion (approximately 70%) was in state funds. This was an increase of about 37% over the $1.1 billion in state revenues in 1990. Local and federal revenues in 1993 were $492 million and $149 million, respectively, compared to $519 million and $123 million, respectively in 1990.

There was a total of more than $2.1 billion in expenditures on common education in 1993, which was an increase of 23.5% over the $1.7 billion spent in 1990. Of the 1993 total, more than $1.3 billion (62%) was spent on instruction. This was an increase of 21% over the $1.1 billion spent for instruction in 1990.

Other student information is shown as follows for 1990 and 1993:

	1990	1993	Change from 1990 to 1993
Dropout Rate	3.6%	3.2%	-0.4%
% Eligible for Free or Reduced-Payment Lunch	36.0%	41.7%	5.7%
% Identified for Special Education	11.3%	11.8%	0.5%
Graduation Rate	78.0%	77.1%	-0.9%

II. INTRODUCTION

The Oklahoma Educational Indicators Program was established in May of 1989 with the passage of Senate Bill 183 (SB 183) and codified as Section 1210.531 of Title 70 in the Oklahoma statutes. In this action, the State Board of Education was instructed to "develop and implement a system of measures whereby the performance of public schools and school districts is assessed and reported without undue reliance upon any single type of indicator, and whereby the public, including students and parents, may be made aware of the proper meaning and use of any tests administered under the Oklahoma School Testing Program Act, relative accomplishments of the public schools, and of progress being achieved." Also, "the Oklahoma Educational Indicators Program shall present information for comparisons of graduation rates, dropout rates, pupil-teacher ratios, and test results in the contexts of socio-economic status and the finances of school districts."

In April of 1990, House Bill 1017 (HB 1017), also known as the Oklahoma Educational Reform Act, was signed into law by the Governor. The legislation was also reaffirmed by a vote of the people in October of 1991. The portions of the bill that most directly affected the Oklahoma Educational Indicators Program were Sections 21, 41, 42, and 43. Section 21 restated and slightly amended what had been SB 183 (Title 70, Section 1210.531). Sections 41 through 43 of HB 1017 can be found in Oklahoma statutes under Title 70, Sections 3-116 through 3-118. Section 3-118 created the Office of Accountability. Section 3-116 created the Education Oversight Board which "shall have oversight over implementation of this act (HB 1017) and shall govern the operation of the Office of Accountability." Section 3-117 provided that the Secretary of Education shall be the chief executive officer of the Office of Accountability and have executive responsibility for the Oklahoma Educational Indicators Program and the annual report required of the State Board of Education.

The Secretary of Education, through the Office of Accountability, monitors the efforts of the public school districts to comply with the provisions of the Oklahoma Educational Reform Act and SB 183; identifies districts not making satisfactory progress towards compliance, and recommends appropriate corrective action; analyzes revenues and expenditures relating to common education revenue, giving close attention to expenditures for administrative expenses relating to common schools; makes reports to the public concerning these matters where appropriate; and submits recommendations regarding funding for education or statutory changes whenever appropriate.

Results 1993 is the fulfillment of the reporting requirement under the Oklahoma Educational Indicators Program. In years past, all information presented covered the most recent school year completed with the exception of the financial information which was a year in arrears. Beginning this year, due to full implementation of the Oklahoma Cost Accounting System (OCAS), **all** of the information presented in the indicators reports will be current to the most recently completed school year. *Results 1993* - Oklahoma Educational Indicators Program is a three volume report that will present a host of indicator information at the state, school district, and individual school levels. The scope of each volume is as follows:

State Report: This volume contains graphs and accompanying text concerning state-level information for the major categories of measurement. In many cases, the graphs will cover a four or five year period; however, in other instances, additional years are included in order to offer a more complete context and to facilitate a more appropriate interpretation of data. Also included in the volume is the most recent version of the HB 1017 progress report that has been updated annually by the Office of Accountability since the bill's passage.

District Report: This volume contains a separate page for each school district in the state and depicts indicator information in graphic and tabular form for the 1992-93 school year. Major categories included in the report are: student outcomes; teacher characteristics; student achievement; sources of revenue; areas of expenditure; student characteristics; and revenue and expenditure per student. School districts have been placed in groups based upon factors found to be important contributors to student performance so that reasonable and appropriate comparisons may be made.

School Report: This volume contains average achievement and writing test scores in tabular form by grade level and subject area for each individual school site in operation during the 1992-93 school year. State averages are included for each category in order that comparisons may be readily made. Also in this volume are student enrollment figures, free and reduced payment lunch eligibility data, and teacher information. Appendices show data for early childhood enrollment, student dropouts, ACT scores, Oklahoma college going rates, and grade point averages (GPA's) for Oklahoma college freshmen who graduated from high school in 1992.

III. NATIONAL EDUCATION GOALS

During the Educational Summit convened by President Bush with the nation's governors in 1989, six fundamental goals were established for all American schools, each of which is to be accomplished by the year 2000. These goals, initially embraced by Governor Walters, have since been formally adopted by the Oklahoma State Board of Education. The State Department of Education, along with all educators across the state, are committed to achieving these goals by the year 2000. The goals are listed as follows:

1. All children in America will start school ready to learn.

2. The high school graduation rate will increase to at least 90%.

3. American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.

4. U. S. students will be first in the world in science and mathematics achievement.

5. Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

6. Every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

IV. STUDENT OUTCOMES

Student outcomes will be characterized by presentations in two areas: student achievement and student characteristics. Student achievement will involve performance on standardized tests administered through the Oklahoma School Testing Program (OSTP), performance on the American College Test (ACT), and the Scholastic Aptitude Test (SAT). Presentations regarding student characteristics will include enrollment, dropout rate, graduation rate, and the three contextual factors: special education status rate, minority enrollment rate, and free or reduced payment lunch eligibility rate.

STUDENT ACHIEVEMENT:

Oklahoma School Testing Program:

Under the OSTP, the Iowa Tests of Basic Skills/Tests of Achievement and Proficiency (ITBS/TAP) were administered to qualified students in grades 3, 5, 7, 9, and 11 and the Stanford Writing Assessment Program tests (SWAP) were given to eligible 7th and 10th graders during the spring of 1993. This was the fourth year that the ITBS/TAP and the second year that the SWAP tests were given to Oklahoma students under the OSTP. In the two years that the SWAP tests have been given, the type of writing to be evaluated was changed from descriptive to expository, thereby making the results from the two years incomparable. Because no meaningful comparisons can be made, SWAP will not be discussed further in this publication.

The ITBS/TAP is a series of standardized, norm-referenced tests that measure a students' accumulated knowledge and skills in a variety of subjects. The tests were constructed using samples taken from students throughout the nation and were also representative of various demographic groups and geographic locations. The normative performance levels, based on the nationally-representative student samples used, become the benchmarks from which performance is gauged and comparisons are derived.

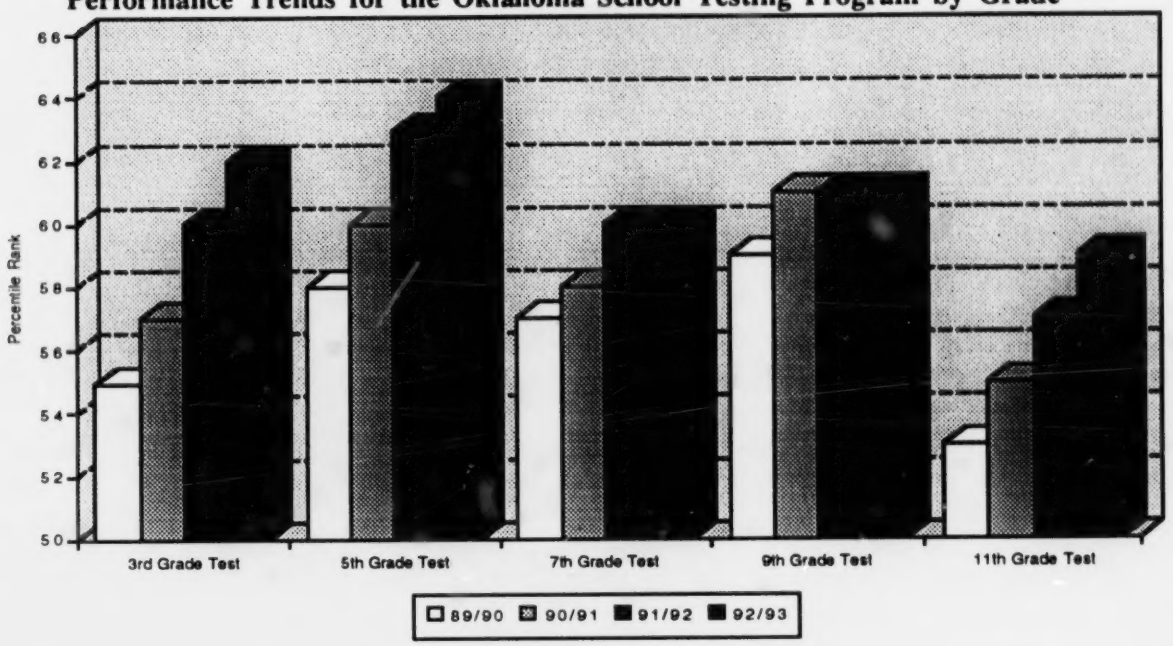
Graph #1 provides the state average composite score on the ITBS/TAP in grades 3, 5, 7, 9, and 11 for school years 1989-90 through 1992-93. The 1992-93 scores, expressed as National Percentile Ranks, for grades 3, 5, 7, 9, and 11 are 62, 64, 60, 61, and 59, respectively. From a historical point of view, all grade levels initially increased their percentile ranking from one year to the next; however, grades 3, 5, and 11 have increased their ranking during each of the four years reported.

When "cohort" performance is considered, the news is different. In this case a "cohort" would be the same group of students. For example, the 3rd, 5th, 7th, and 9th graders in 1989-90 respectively became the 5th, 7th, 9th, and 11th graders of school year 1991-92. Utilizing **Graph #2**, and reviewing performance in this respect, the 1989-90 to 1991-92 3rd to 5th grade cohort increased their percentile rank by 8 points, the 5th to 7th grade cohort increased their percentile rank by 2 points, the 7th to 9th grade cohort increased their percentile rank by 4 points, and the 9th to 11th grade cohort decreased their percentile rank by 2 points. Similarly, the 1990-91 to 1992-93 3rd to 5th graders increased their percentile rank by 7 points, the 5th to 7th graders remained the same, the 7th to 9th graders increased their percentile rank by 3 points, and the 9th to 11th graders decreased their percentile rank by 2 points. It is acknowledged that these are not "perfect" cohorts because there is currently no way of uniquely identifying a given student and then controlling for student migration; however, with a sample size of 25,000 to 40,000, it is felt that these groups can be considered "effective" cohorts.

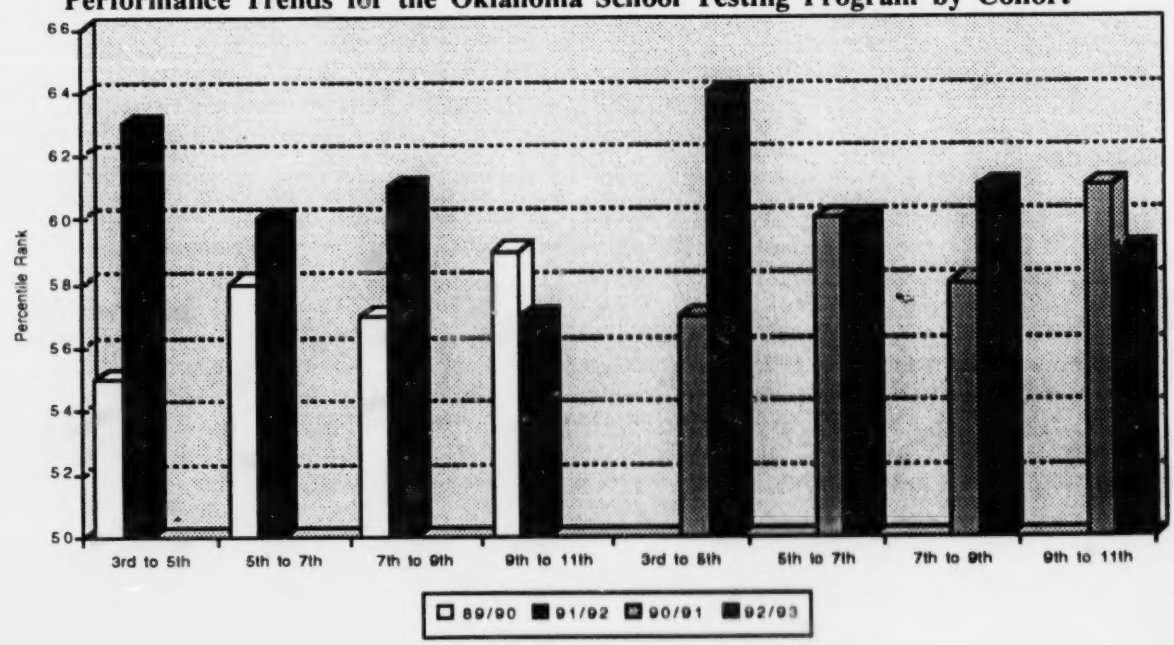
Another confound that may contribute to "enhanced" test performance is that, based upon

individual school district desires, the ITBS/TAP can be offered in the grade levels not tested by OSTP. Also, by utilizing equivalent but completely different tests, students can be exposed to the test format in both the fall and the spring of any given school year. In either case, test format familiarity is increased and enhanced test scores could result.

Graph #1
Performance Trends for the Oklahoma School Testing Program by Grade



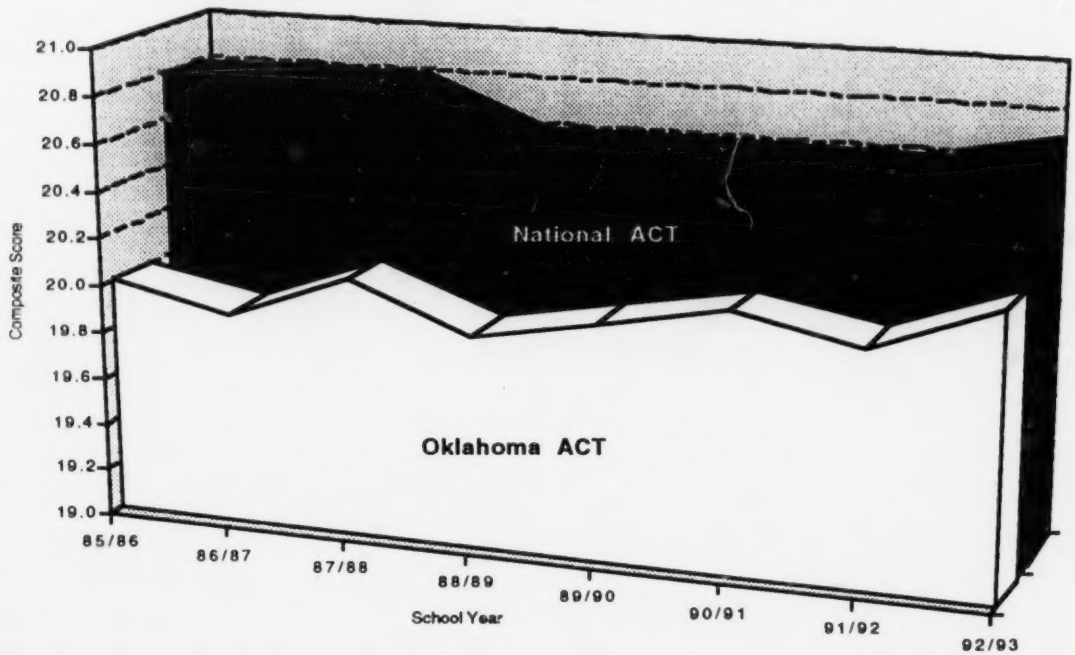
Graph #2
Performance Trends for the Oklahoma School Testing Program by Cohort



American College Test (ACT):

Graph #3 presents the eight year trend for both the Oklahoma composite score and the national composite score on the American College Test. The ACT is the predominant college entrance examination that Oklahoma high school graduates take in their efforts to qualify for acceptance into one of Oklahoma's institutions of higher education. It should be noted that the Scholastic Aptitude Test is the other widely taken college entrance test, however, it is most often taken (required) when an Oklahoma high school student plans to attend an out of state college or university. In 1992-93, the Oklahoma composite score on the ACT went up two tenths of a point to 20.2, while the national composite score on the ACT increased one tenth of a point to 20.7. This narrowed the gap between Oklahoma's composite ACT score and the nation's composite score to five tenths of a point.

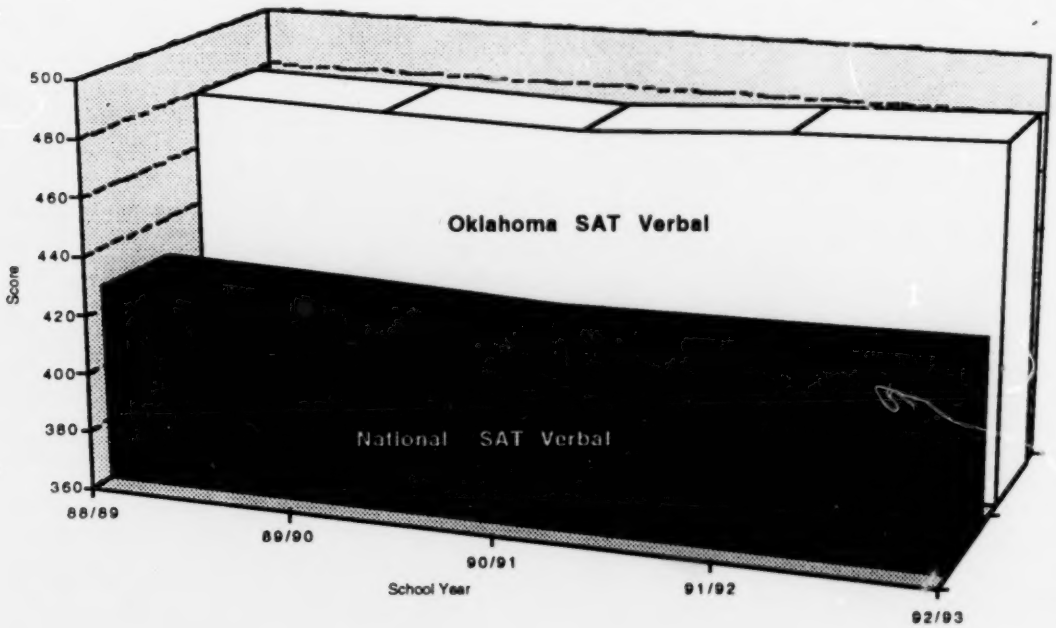
Graph #3
Eight Year Trends for National and Oklahoma ACT Scores



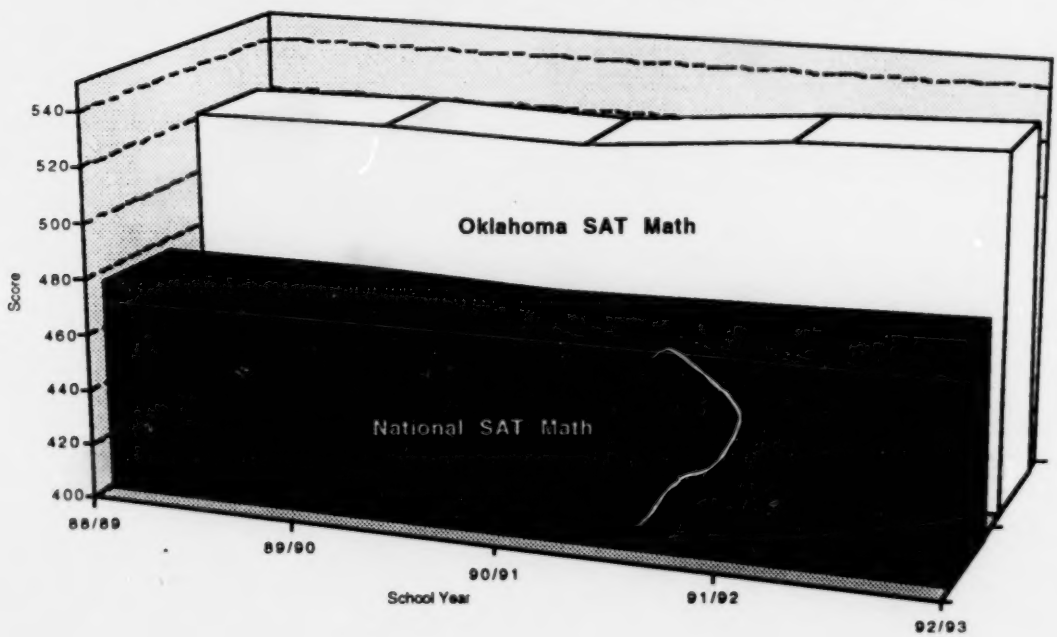
Scholastic Aptitude Test (SAT):

Five year trends for the Oklahoma and national composite scores on both the SAT Verbal test and the SAT Math test are found on **Graph #4** and **Graph #5**, respectively. For a number of years now, Oklahoma's scores have outpaced the nation's. In 1992-93, the Oklahoma composite score for the SAT Verbal exam was 482, up two points from the previous year, and 58 points above the national composite score. The 1992-93 Oklahoma SAT Math composite score was 530 (up three points form the prior year) and 52 points above the national composite score. While these scores and their relative position to the national composites are certainly encouraging, it must again be mentioned that it is believed that the Oklahoma scores are primarily representative of the highest achieving high school graduates in the state as this is the predominant group seeking admission to out of state colleges and universities. This is probably why the average Oklahoma scores traditionally exceed average scores at the national level.

Graph #4
Five Year Trends for National and Oklahoma SAT Verbal Scores



Graph #5
Five Year Trends for National and Oklahoma SAT Math Scores

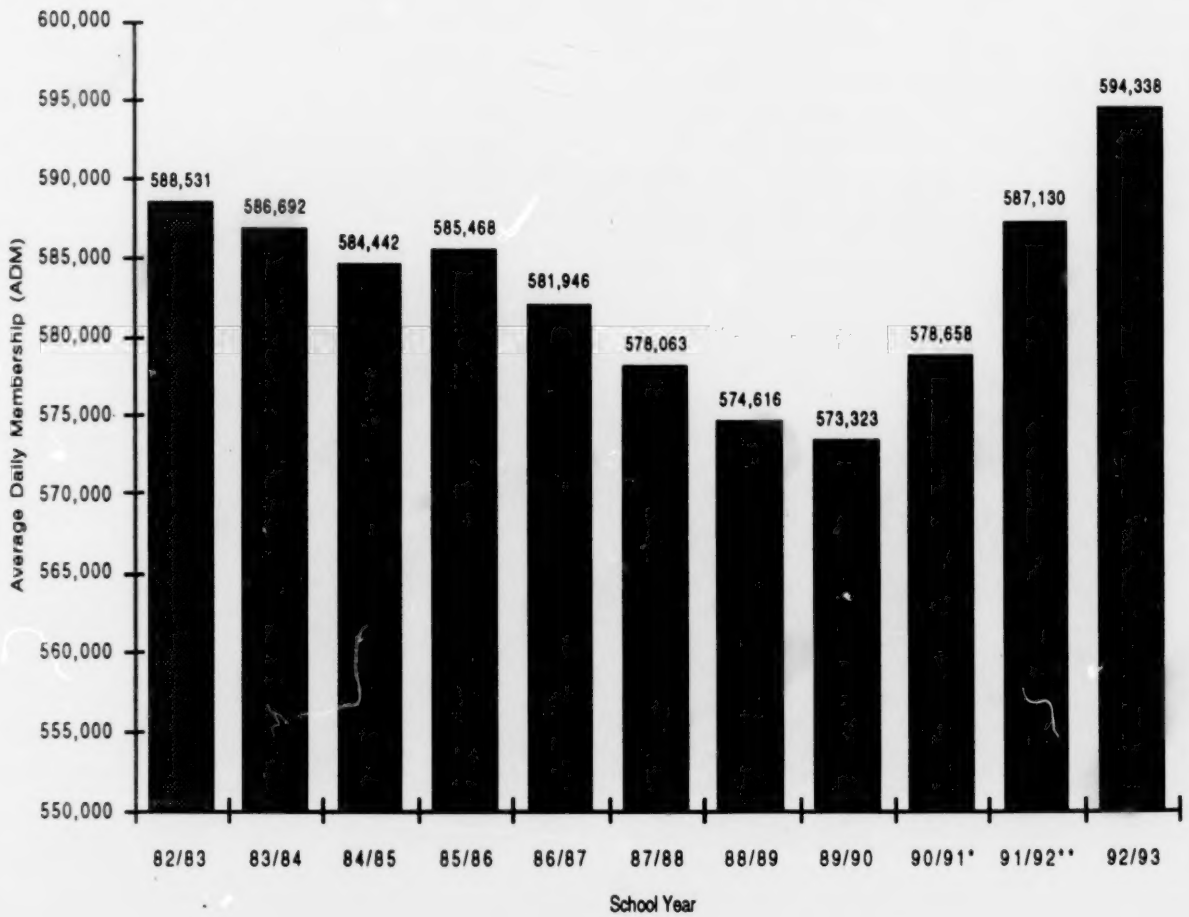


STUDENT CHARACTERISTICS:

Enrollment:

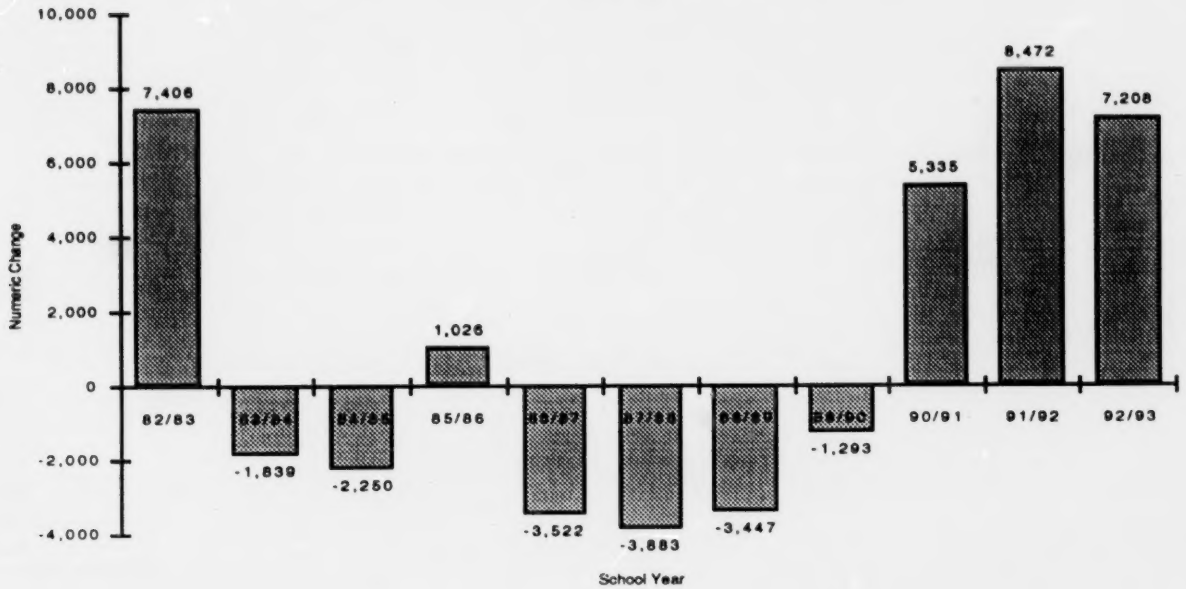
The enrollment in Oklahoma public schools has seen significant change over the past ten years, as shown in **Graphs #6, #7, and #8.** In school year 1982-83, with the oil industry beginning to falter, public school enrollment had reached a peak at 588,531 students. Seven years later, in school year 1989-90, enrollment in public schools had bottomed out at 573,323 students, a decrease of 15,208. In 1992-93, statewide enrollment was 594,338, a 1.2% increase over the previous year. This was also a gain of 20,680 students since 1989-90, exceeding the 1982-83 peak by some 5,807 students. The increase in enrollments resembles a wave moving through the grade levels. In 1989-90, there were sizable increases in grades 3 through 9, in 1990-91, grades 4 through 10 gained, and in 1992-93, grades 5 through 11 posted increases.

Graph #6
Ten Year Trends for State Total ADM

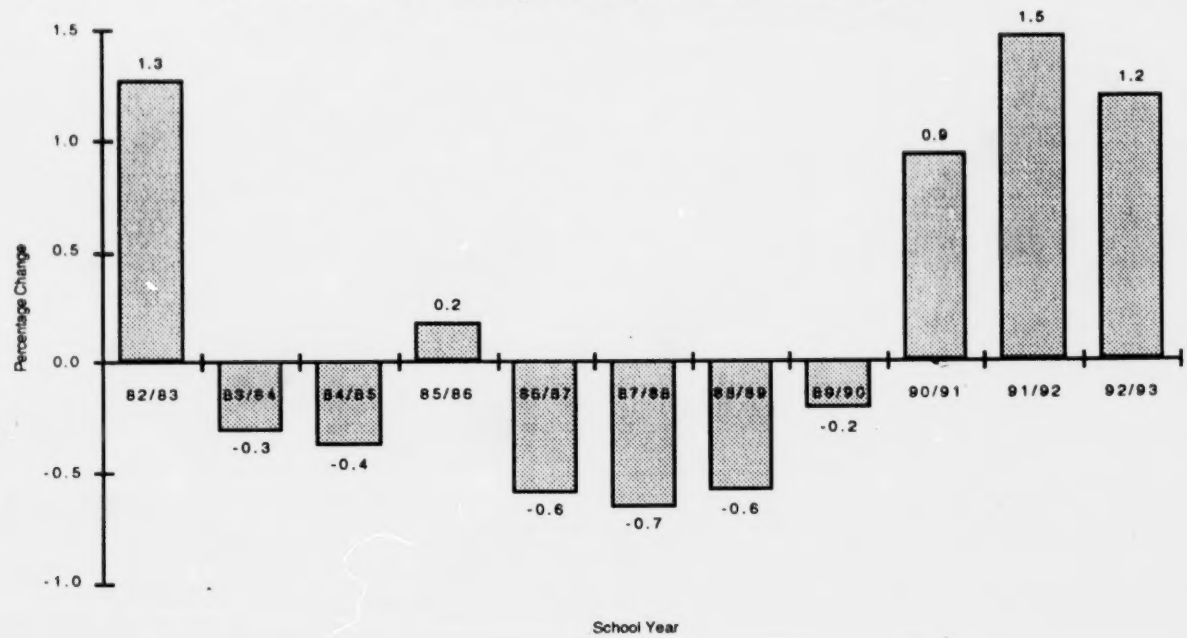


* Beginning in 1990/91, Headstart qualifiers in the Early Childhood program are included in the ADM.
** Beginning in 1991/92, one-half day Kindergarten became mandatory.

Graph #7
Ten Years of Numeric Change in State Total ADM



Graph #8
Ten Years of Percentage Change in State Total ADM

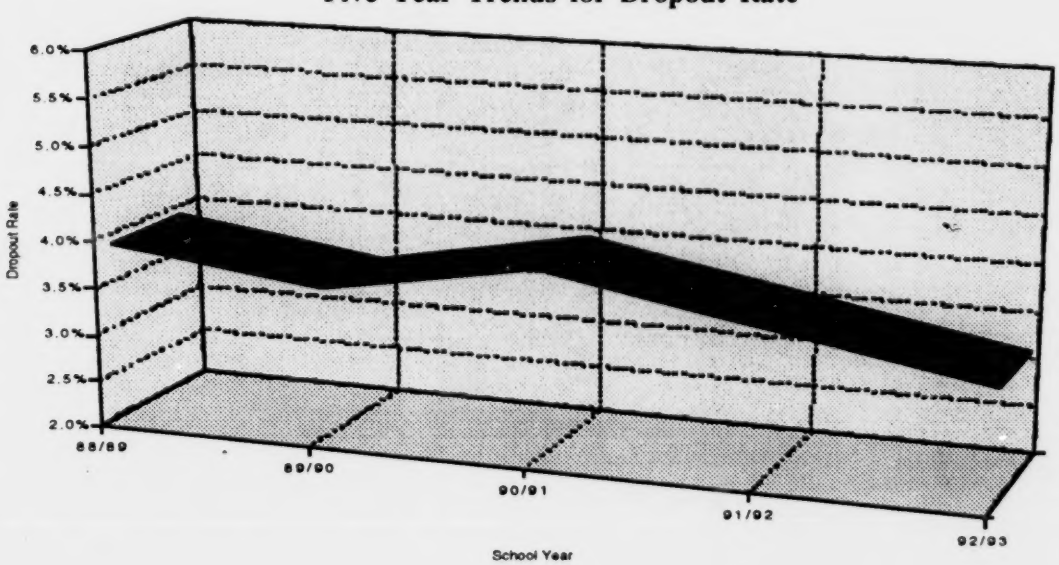


In the *Results* publication, enrollments are reported as Average Daily Membership (ADM) and there are two caveats that should be mentioned with respect to understanding the ten year trends as follows: 1) beginning in school year 1990-91, head start qualified students enrolled in the optional Early Childhood programs are included in the total ADM; and 2) beginning in 1991-92, one-half day Kindergarten became mandatory. In 1992-93, head start qualified students enrolled in optional Early Childhood programs numbered 3,376 or 16.4% of the 20,680 student increase since 1989-90 noted above. It is impossible to quantify what portion of the enrollment gain is due to mandatory Kindergarten beginning in school year 1991-92 because the optional offering of Kindergarten was very common among public schools prior to that time and, where offered, the Kindergarten enrollment was included in the total average daily membership.

Dropout Rate:

The Oklahoma statutory definition for a dropout is "...any student who is under the age of eighteen (18) and has not graduated from high school and is not attending any public or private school or is otherwise receiving an education pursuant to law for the full term of the schools of the school district in which he resides are in session." **Graph #9** presents the dropout rate trend over the past five year period. These rates are based upon the number of dropouts who had at one time been enrolled in grades nine through twelve during a given school year, compared to the total ninth through twelfth grade enrollment for that same time period. The 1992-93 statewide dropout rate was 3.2%, yielding a decrease for the third year in a row. Since school year 1990-91, the Oklahoma dropout rate has dropped a significant 0.8%. Putting this figure into more human terms, for the 1992-93 school year, 1,227 more students continued in school instead of dropping out. Decreases in the dropout rate over the last three years may be attributed to improved efforts on the part of local school administrators and personnel to maintain more accurate and complete dropout records. Additionally, many districts have established alternative education programs and/or provided private tutoring. Some portion of the decrease could also be due to revised procedures introduced by the Oklahoma Office of Accountability since acquiring the program three years ago. For example, "home schooled" children are no longer considered dropouts because home schooling has been recognized as a legal alternative to public education.

Graph #9
Five Year Trends for Dropout Rate

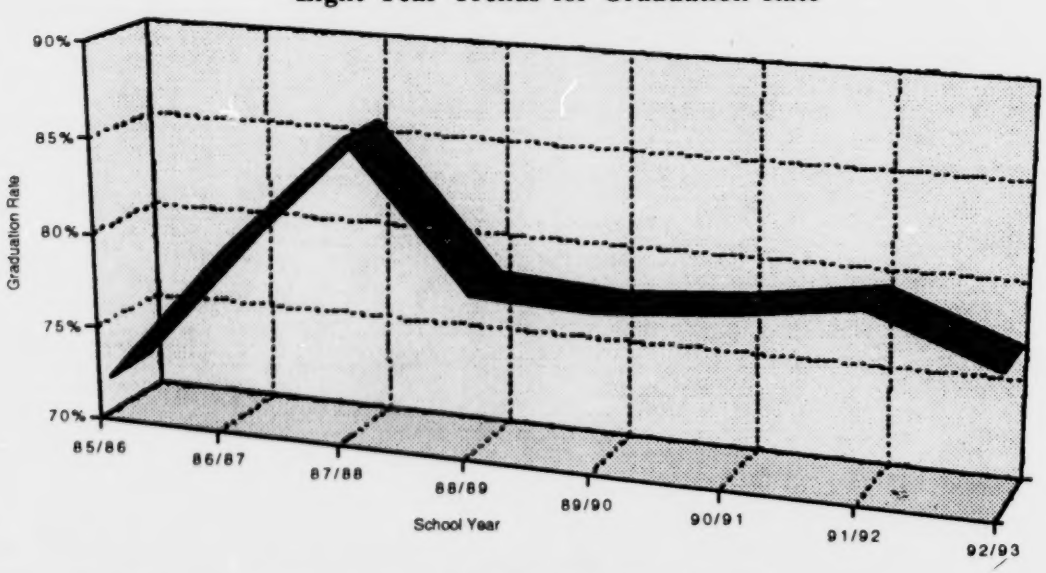


Graduation Rate:

The statewide graduation rate is derived by comparing the number of graduates for a given school year to the number of ninth grade students that were enrolled three years earlier. **Graph #10** shows trends in the statewide graduation rate over the last eight year period. The rate went down to 77.1% in 1992-93, a decrease of 2.3 points from what it had been the previous year. While this one year downturn is not desirable, it should not cause alarm either. In reviewing the graduation rate from previous years, one can observe that it can be quite dynamic. In school year 1985-86, the rate was 72.0% and two years later it was 85.7%. Admittedly these extremes in the late eighties were due to events in the equally dynamic oil industry; however, it also serves to establish a reasonable range of movement and the 1992-93 rate of 77.1% is within these limits.

Another factor that may have had an effect on the most recent graduation rate is that this graduating class seems to have had a larger than usual number of summer graduates. Traditionally, spring graduation figures are used to calculate graduation rates and were also used in preparing Graph #10. Spring graduates are recorded on the State Department of Education's Annual Statistical Report just after school is out for the summer. Then, shortly after the start of the new school term in the fall, the count of the previous year's graduates is reported again on the State Department of Education's Application for Accreditation. This second reporting includes graduates that were processed during the summer and not included previously on the Annual Statistical Report. For school year 1991-92, the difference between the spring and fall reporting (primarily summer graduates) was 219 students. In 1992-93, the difference was 467 students.

Graph #10
Eight Year Trends for Graduation Rate



Special Education Status Rate, Minority Enrollment Rate, and Free or Reduced Payment Lunch Eligibility Rate:

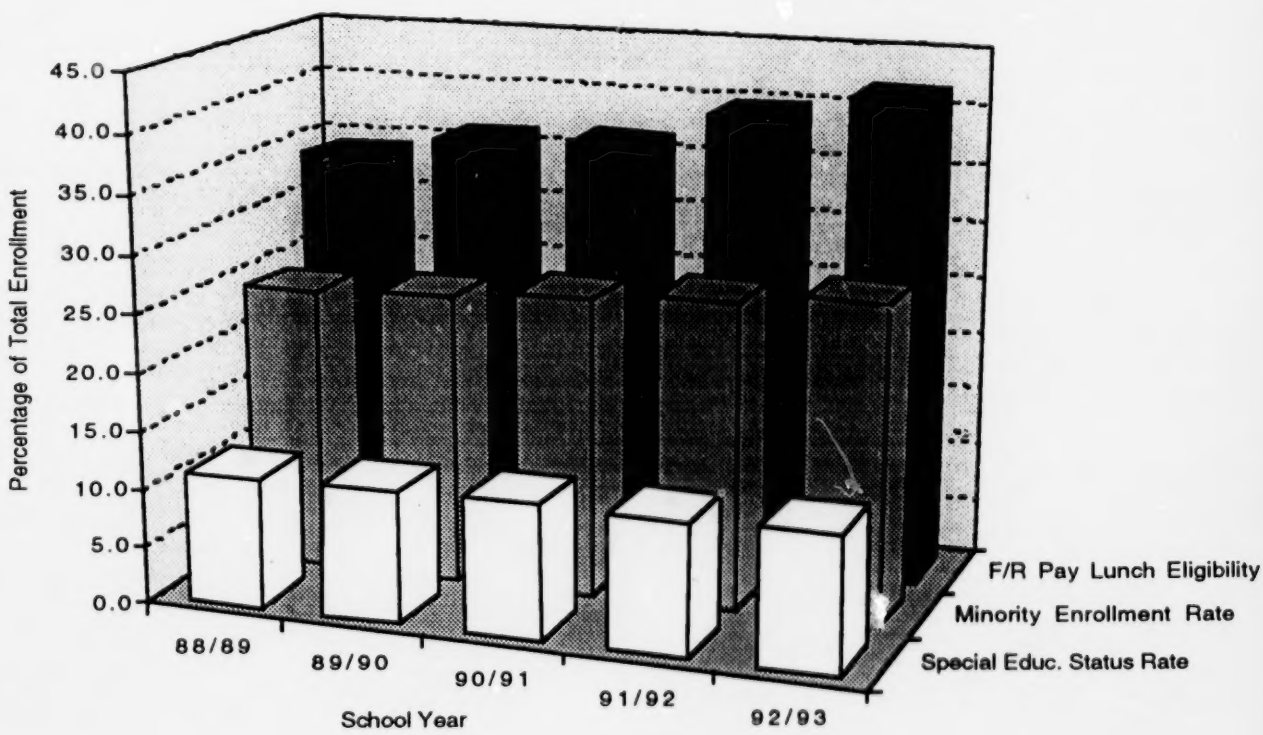
There are three contextual indicators that exhibit strong predictive characteristics in regard to student performance on the standardized tests administered as a part of the Oklahoma School Testing Program. They are the Special Education Status Rate, the Minority Enrollment Rate, and the Free or Reduced Payment Lunch Eligibility Rate. **Graph #11** illustrates the five year trends for each of these indicators.

Special Education Status Rate refers to the percentage of students, based on statewide enrollment, designated to be in at least one special education category. These percentages are based on unduplicated counts, meaning that students with more than one special education designation were only counted once in the calculation of the status rate. The 1992-93 Special Education Status Rate was 11.8%, up slightly from 11.5% in school year 1991-92. This rate has been fairly stable during the last five years, ranging between 11% and 12%.

The ethnic groups represented in the student enrollment for 1992-93 include (in order of the most populous) White - 72.5%, American Indian - 13.0%, Black - 10.2%, Hispanic - 3.1%, and Asian - 1.2%. The Minority Enrollment Rate is the percentage of the Oklahoma student body comprised of "non-white" students. The 1992-93 rate is 27.5% and represents a gradual, steadily increasing trend over the past five years. The ethnic group making the largest increase in 1992-93 over last year was American Indian, moving from 12.4% to 13.0%, a gain of 0.6%.

The Free or Reduced Payment Lunch Eligibility Rate was the most dynamic of the three indicators presented on Graph #11. The rate refers to the percentage of Oklahoma students who qualify for federally-funded free or reduced payment lunches in school. Eligibility is based upon whether the monthly family income (with adjustments for the number of dependents) is below an established federally-designated income level. There are two sets of income levels with two corresponding levels of assistance for which a student may qualify, completely free lunches or lunches at greatly-reduced prices. The 41.7% rate for 1992-93, up from 39.6% in 1991-92, continues the gradual upward trend that has been occurring for a number of years.

Graph #11
Five Year Trends for Special Education Status Rate, Minority Enrollment Rate, and Free/Reduced Payment Lunch Eligibility Rate

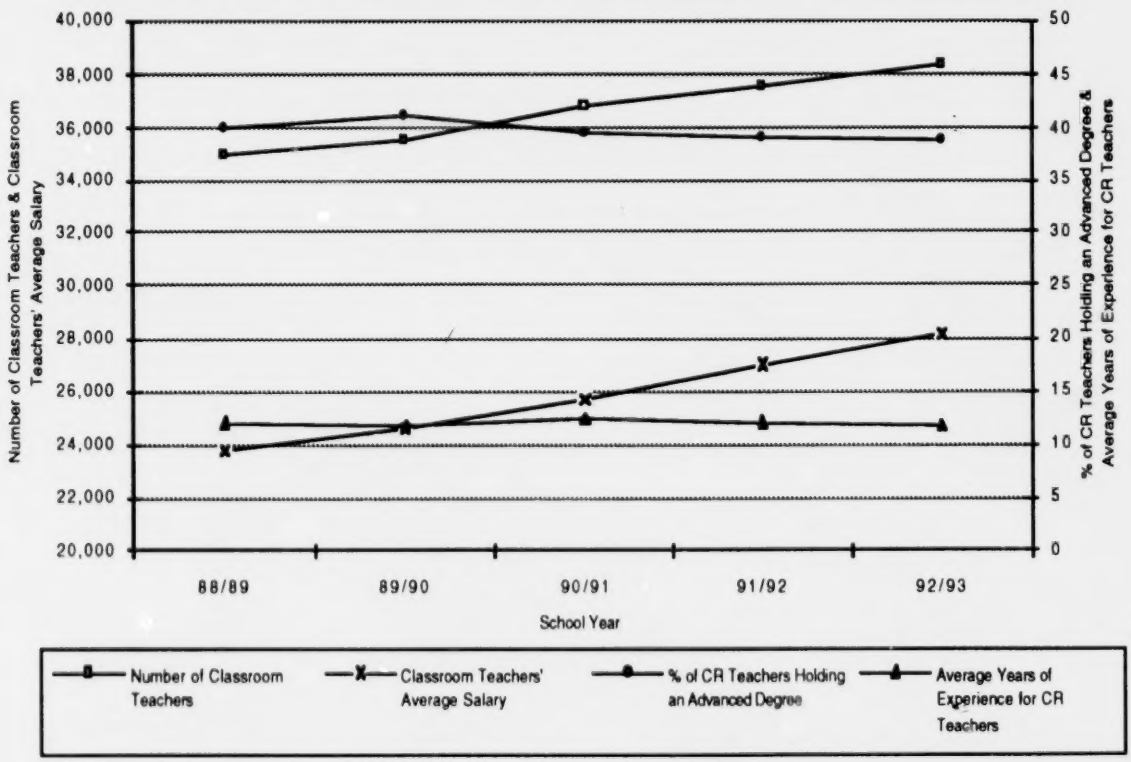


V. TEACHER CHARACTERISTICS

Total Number of Classroom Teachers, Classroom Teacher's Average Salary, Percentage of Classroom Teachers Holding an Advanced Degree, and Average Years of Experience for Classroom Teachers:

The statewide teacher characteristics contained in *Results 1993* include the total number of classroom teachers, the classroom teacher's average salary, the percentage of classroom teachers holding advanced degrees, and the average years of experience of the classroom teacher. **Graph #12** presents all of these indicators in such a fashion that trends as well as values for individual data points can be compared.

Graph #12
Five Year Trends for Number of Classroom (CR) Teachers, Classroom Teachers' Average Salary, Percentage of Classroom Teachers Holding an Advanced Degree, and Average Years of Experience for Classroom Teachers



The total number of classroom teachers is defined in terms of Full-Time Equivalency (FTE). In most cases, one classroom teacher equates to one FTE. In cases where only a portion of a teacher's day is devoted to teaching in the classroom, the FTE is expressed as the decimal equivalent of how much of that teacher's day is spent in the classroom. For example, if one person taught in the classroom the entire day and another person served as a half-time principal/half-time teacher, the number of classroom teachers would be 1.5 FTE. Over the past five years, there has been a steady upward trend in the number of classroom teachers employed in the state. There were 38,290 FTE classroom teachers at work in Oklahoma during school year

1992-93. This represents an increase of 3,317 (9.5%) since 1988-89. The upward trend is primarily due to class-size reductions required as part of the Oklahoma Educational Reform Act passed in 1990 and the increase in student enrollment. Projections forecast increasing enrollments for the next five years and the final round of class-size reductions is scheduled to occur in school year 1997-98; therefore, the number of classroom teachers is also expected to continue to increase.

As with the number of classroom teacher FTE's, the teachers' average salary has also seen a steady increase over the last five years. It should be noted that teacher salary, as presented, also includes fringe benefits. The teachers' average salary during school year 1992-93 was $28,170, a $4,381 (18.4%) increase since 1988-89. The Oklahoma Educational Reform Act included progressive minimum salary schedules for teachers with zero to 15 years of experience for the years 1990-91 through 1994-95. Accordingly, the teachers' average salary will continue to noticeably increase at least through the 1994-95 school year. It should be noted that while the minimum salary schedules for teachers set forth in the Oklahoma Educational Reform Act only cover 15 years of experience, it has been determined by the Office of Accountability, after analyzing teachers' salaries from fiscal year 1989 through fiscal year 1993, that all experience levels of teachers had been beneficiaries of increased salaries since HB 1017 went into effect.

The percentage of classroom teachers with an advanced degree illustrated in Graph #12 is calculated as the percentage of all FTE classroom teachers who have achieved the master's degree level or higher. Teaching experience is reported as the statewide average number of years of teaching experience among school staff identified as classroom teachers. The 1992-93 levels of 38.7% with advanced degrees and an average of 11.7 years of teaching experience mark the third and second year, respectively, that these indicators have declined.

When viewing all of these teaching indicators together, the combined trend seems fairly clear: teaches' salaries have increased, primarily due to the increased minimum salary schedule set forth in the Oklahoma Educational Reform Act in 1990; the improved salary schedule led more college students to consider and pursue careers in teaching; concurrently, statewide enrollments were increasing and the minimum class size was decreasing, thereby creating additional teacher demand; and finally, with the influx of young entry level teachers with bachelor's degrees came decreases in the percentage of classroom teachers with advanced degrees and average years of experience. Statistically, the additional teacher demand and subsequent hiring of entry level teachers created by increasing enrollments may have also inhibited the teachers' average salary to such a degree that Oklahoma seemed to make little progress in this area relative to the nation. While the reductions in the number of teachers with advanced degrees and experience are noticeable when charted, the trends are understandable and do not seem to be of such magnitude to warrant concern.

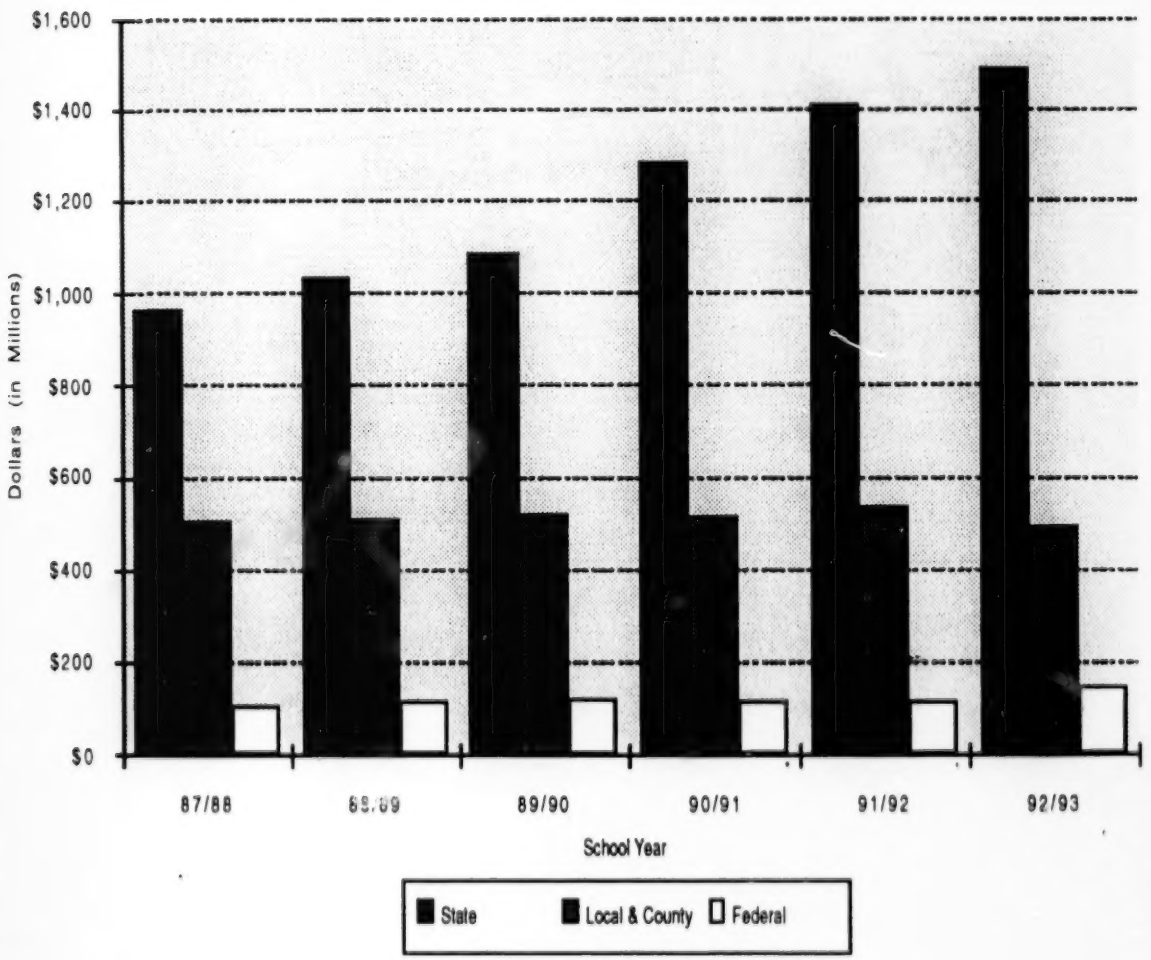
VI. FINANCIAL INFORMATION

The financial section of *Results 1993* - State Report includes discussions on the sources of general fund revenue for public schools, a comparison of general fund revenues and expenditures for a six year period, and several breakdowns of expenditures, first based upon the Handbook for Budgeting and Business Management system of accounting that was in effect through the 1990-91 school year and then utilizing the current Oklahoma Cost Accounting System.

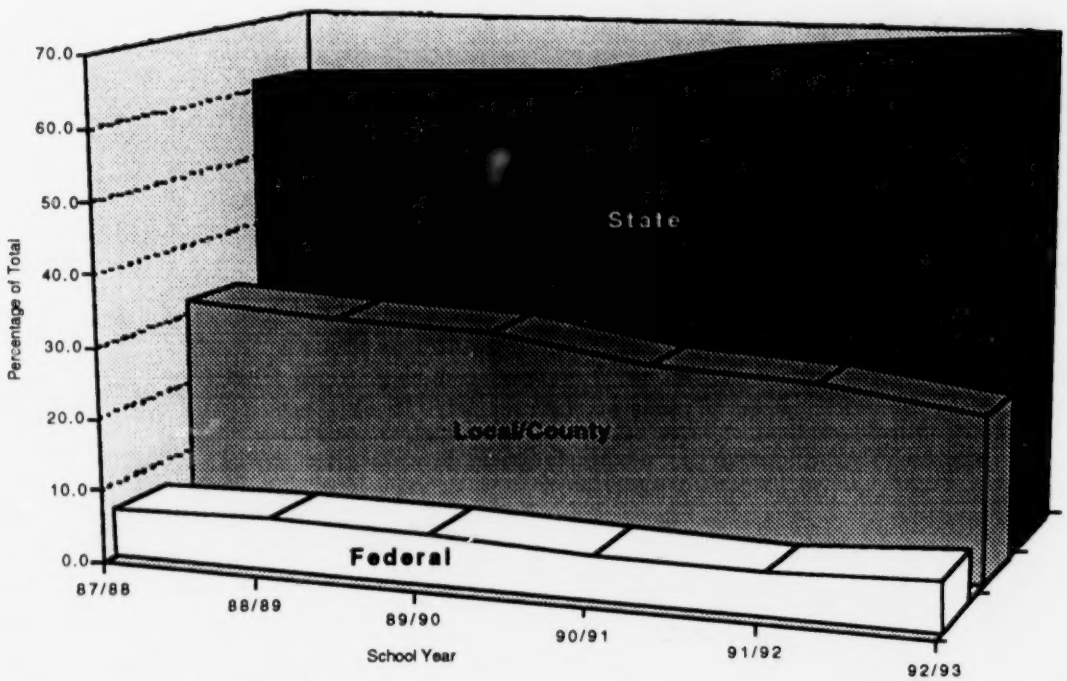
General Fund Revenue:

There are three major sources of general fund revenue: state, local/county, and federal. **Graphs #13 and #14** provide breakdowns of the general fund revenue sources for public schools in Oklahoma.

Graph #13
Six Year Trends for Revenue Amounts from State, Local/County, and Federal Sources



Graph #14
Six Year Trends for Revenue Percentages from State, Local/County, and Federal Sources



State revenues include dedicated and appropriated sources as follows:

Dedicated Sources

Gross Production Tax
Rural Electric Cooperative Tax
Vehicle Tax Stamp
Other Dedicated Revenue
Motor Vehicle Collections
State School Land Earnings
Farm Implement Tax Stamp

Appropriated Sources

Foundation & Salary Incentive Aid
Teacher Consultant Stipend
Alternative and At-Risk Education
Community Education
Library Resources
Arts-In-Education
Special Programs
Child Nutrition Programs
Mid-Term Adjustment for Attendance
Disaster Assistance
Career Education
Instr.-Cooperative and Tech. Education
Psychometric Services
State-Categorical
Other State Sources
State-Vocational Programs

State funds provide far and away the largest source of general fund revenue for the public schools in Oklahoma, and the largest single source of state provided general fund revenue is the Foundation and Salary Incentive Aid that is appropriated yearly by the state legislature. During 1992-93, state support for public education totaled $1,489,327,150 or 69.9% of all revenues. State support for public education has been steadily increasing, posting a 54% increase since 1987-88.

Local and county sources of general fund revenue are as follows:

Local Sources	
Taxes Levied/Assessed	Tuition and Fees
Earnings On Investments & Bond Sales	Rental
Disposals and Commissions	Reimbursements
Other Local Sources	Child Nutrition Programs
Athletics	School Activities

County Sources	
Mill Ad Valorem Tax	County Apportionment
Resale of Property Fund Distribution	Other Intermediate Sources

In school year 1992-93, local/county sources of general fund revenue yielded $492,155,075, a marked decrease of $38,734,000 over the previous year. The Office of Accountability has been advised that the transition to the new accounting system did not occur without difficulties and that in years past, local/county revenue had been slightly overstated. The placement of child nutrition funds in a special revenue account instead of recording them as local contributions through reimbursements account for the major decrease. The revenues were handled correctly for 1992-93. The trend for many years has been one of progressively decreasing local/county contributions to the general fund. Since 1987-88, while state based revenues steadily increased, the local/county contribution to the total general fund on a percentage basis has dropped from 32.1% to 23.1%. An interesting historical footnote is that prior to school year 1974-75, local/county funding of the general fund had always exceeded state funding.

Federal monies bound for the general fund have remained very stable over time, ranging somewhere between $104 million (6.6% of the state total in 1987-88) to $149 million (7.0% of the state total in 1992-93). Federal revenue sources are as follows:

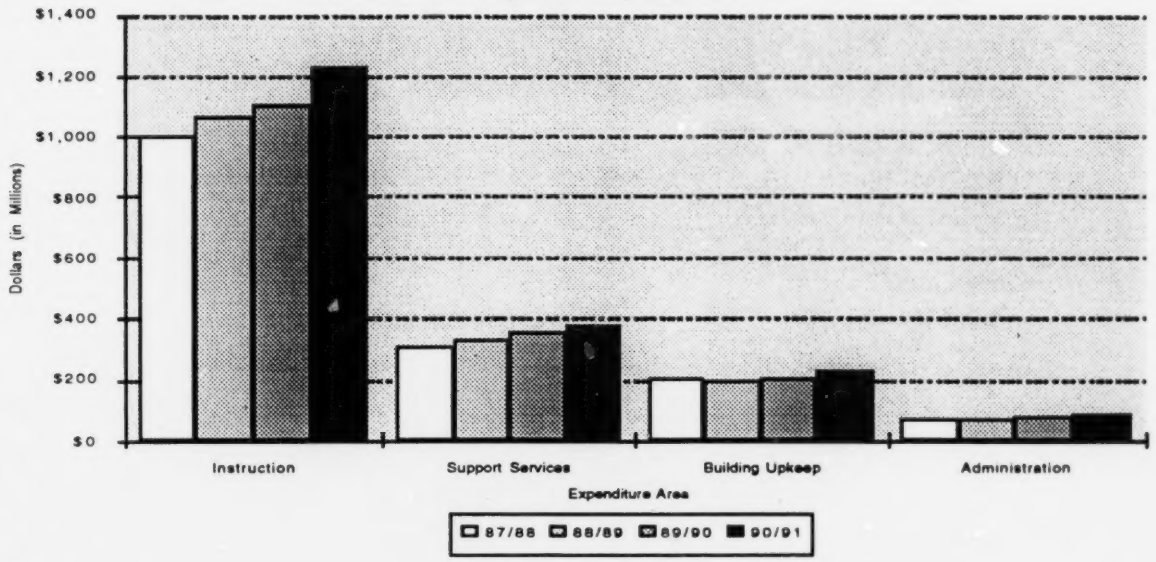
Federal Sources	
Capital Outlay	Disadvantaged Students
Individuals with Disabilities	Minority
Operations	Other Federal Sources
Child Nutrition Programs	Federal Vocational Education.

General Fund Expenditures:

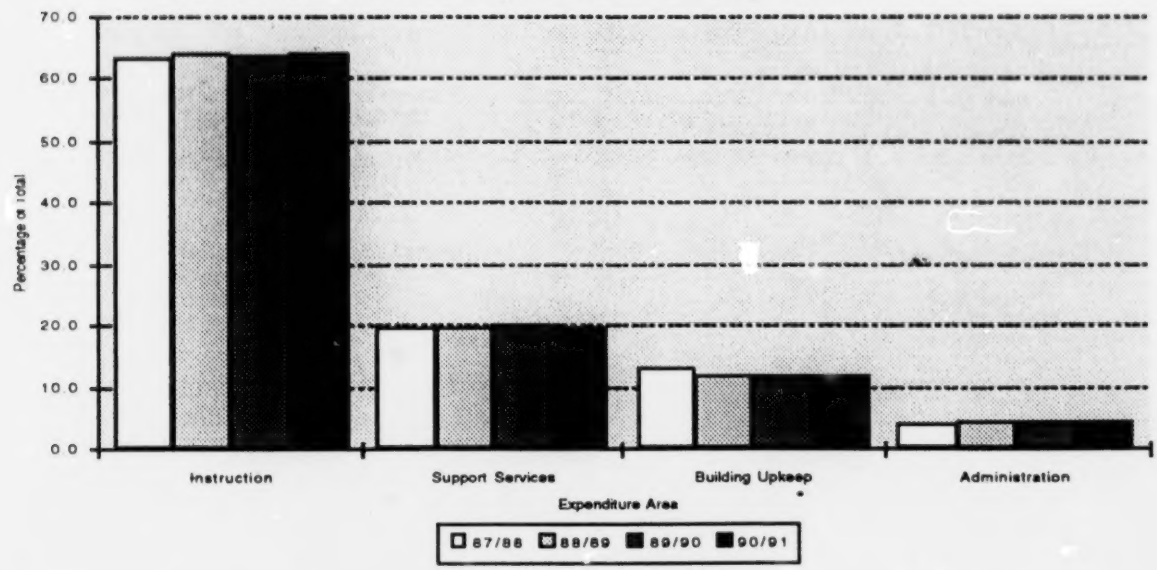
Graphs #15 and #16 present the four year trends for total general fund expenditures in the areas of Instruction, Support Services, Building Upkeep, and Administration for school years 1987-88 through 1990-91. These are the four expenditure areas and years that were utilized in the

Results 1992 publications and were based on the accounting system outlined in the now outdated Handbook for Budgeting and Business Management. They are reprinted again this year in order to provide background information. As was noted last year, there were significant monetary gains, especially in the area of instruction, during the four year time period. The percentage breakdown of the total into the four expenditure areas, however, remained about the same.

Graph #15
Four Year Trends for Expenditure Amounts in Four Areas



Graph #16
Four Year Trends for Expenditure Percentages in Four Areas

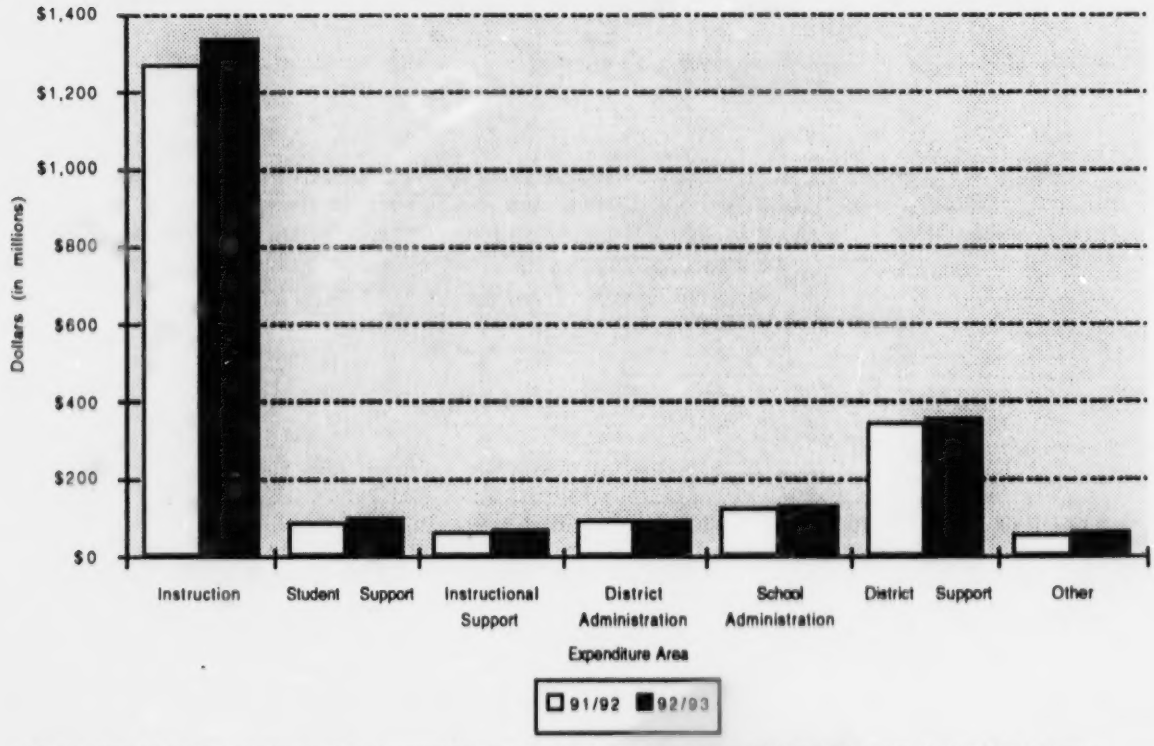


Graphs #17 and #18 portray the two year trend for total general fund expenditures in public education. Due to the new format utilized under the Oklahoma Cost Accounting System the four expenditure areas presented in the past could not be maintained and comparisons with the last two years would be dubious if not altogether invalid. For *Results 1993*, the four expenditure areas of the past have been replaced with seven expenditure areas. The expenditure area, dollar amount, and its percentage of the total for school year 1992-93 are listed as follows:

Expenditure Area	Expenditure Amount	Percentage of Total
Instruction	$1,339,913,418	62.3
Student Support	97,789,959	4.5
Instructional Support	70,533,055	3.3
District Administration	96,417,580	4.5
School Administration	131,381,220	6.1
District Support	353,665,751	16.5
Other	60,089,985	2.8
Total	**$2,149,790,971**	**100.0**

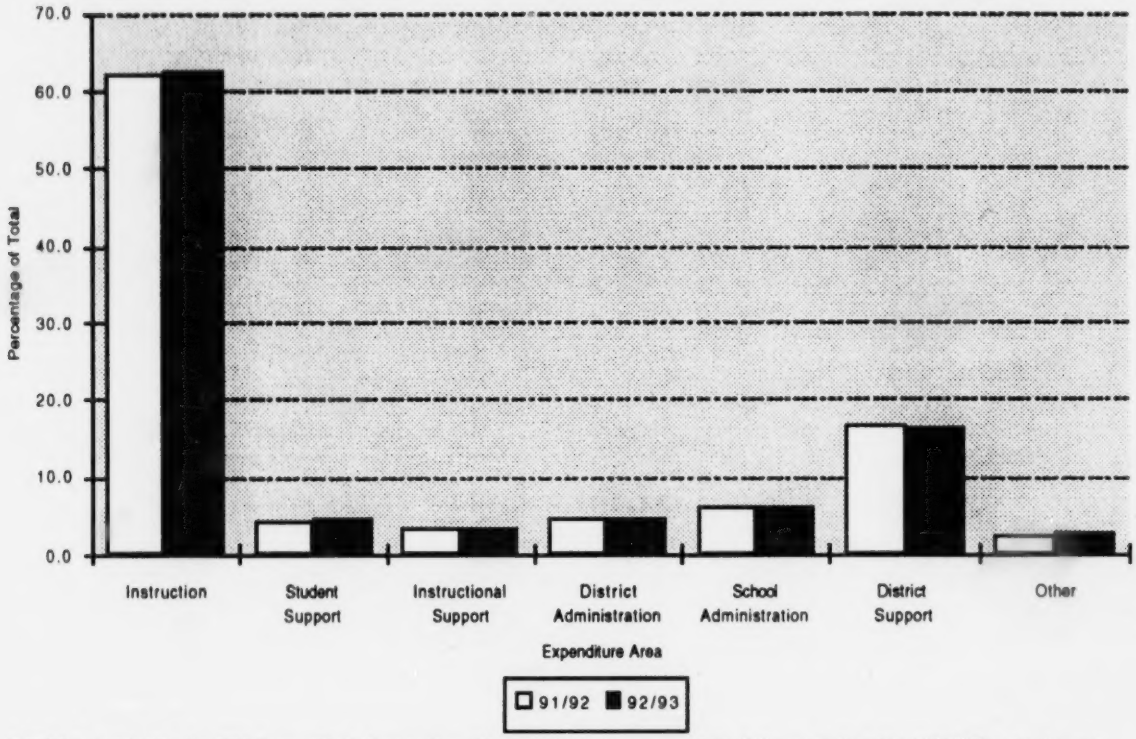
(See Appendix A for a complete listing of accounts included in each expenditure area.)

Graph #17
Two Year Trends for Expenditure Amounts in Seven Areas (OCAS*)



* OCAS stands for the Oklahoma Cost Accounting System which first came into full use during the 1991/92 school year.

Graph #18
Two Year Trends for Expenditure Percentages in Seven Areas (OCAS*)



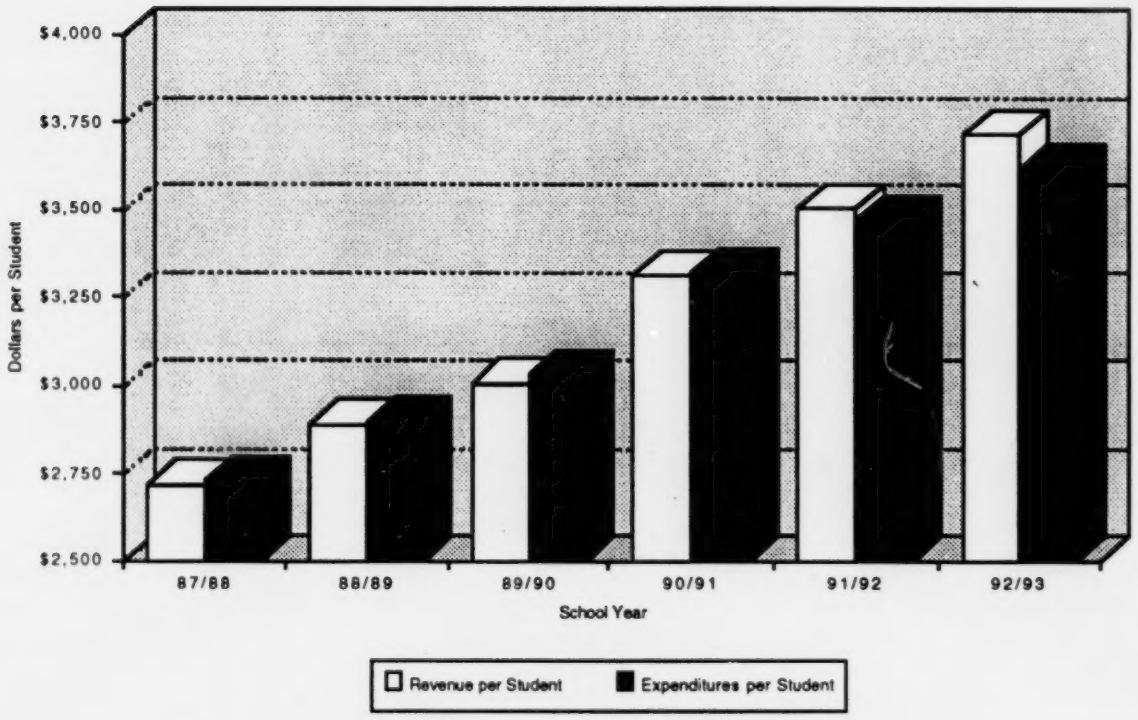
* OCAS stands for the Oklahoma Cost Accounting System which first came into full use during the 1991/92 school year.

From the graphs, one can observe that expenditures in the area of instruction far exceed any other. The sole component of the instruction expenditure area is teachers' salaries. The second most costly expenditure area is that of district support with its primary components being expenditures for maintenance and operations and transportation. Principals' salaries are the primary component of the expenditure area of school administration, and superintendents' salaries make up most of the district administration expenditures.

Per Student General Fund Revenues and Expenditures:

The review of financial information concludes with **Graph #19** which depicts both revenue and expenditures on a per student basis over a six year period. Per student revenues and expenditures have gone from $2,720 and $2,730, respectively, in school year 1987-88 to $3,585 and $3,617, respectively, for school year 1992-93. While there have been substantial increases over the past six years, the magnitude of progress in the most recent years is diminished due to the rapidly increasing enrollment that has been cited earlier in this publication.

Graph #19
Six Year Trends for Revenue per Student and Expenditures per Student



Note: *All of the previously provided financial information has dealt with general fund monies only. With the implementation of the Oklahoma Cost Accounting System in school year 1991-92, information about all of the "funds" utilized in financing public education in the state became readily available. In subsequent issues of Results, the Office of Accountability will be presenting financial breakdowns that will include these other sources of revenue and will perhaps find it necessary to recategorize expenditures in order to provide a more complete representation of the financing of public education in Oklahoma.*

APPENDIX A

Breakdown of Expenditure Amounts in Seven Areas

February, 1994

APPENDIX A

Breakdown of Expenditure Amounts in Seven Areas

(as portrayed in Graphs #17 and #18 utilizing the Oklahoma Cost Accounting System)

"INSTRUCTION" =

- **INSTRUCTION (1000 Series)**

"STUDENT SUPPORT" =

- **SUPPORT SERVICES (2000 Series)**
  - SUPPORT SERVICES - STUDENTS (2100)
    - Attendance and Social Work Services
    - Guidance Services
    - Health Services
    - Psychological Educational Individual Services
    - Speech Pathology and Audiology Services
    - Other Support Services

"INSTR. SUPPORT" =

- **SUPPORT SERVICES (2000 Series)**
  - SUPPORT SERVICES - INSTRUCTIONAL STAFF (2200)
    - Improvement of Instruction Services
    - Educational Media Services

"DISTRICT ADMIN." =

- **SUPPORT SERVICES (2000 Series)**
  - SUPPORT SERVICES - GENERAL ADMINISTRATION (2300)
    - Board of Education Services
    - Executive Administration Services
    - Special Area Administration Services

"SCHOOL ADMIN." =

- **SUPPORT SERVICES (2000 Series)**
  - SUPPORT SERVICES - SCHOOL ADMINISTRATION (2400)
    - Office of the Principal Services (Independent Districts)
    - Other Support Services

"DISTRICT SUPPORT" =

- **SUPPORT SERVICES (2000 Series)**
  - SUPPORT SERVICES - BUSINESS (2500)
    - Fiscal Services
    - Internal Services
  - OPERATION AND MAINTENANCE OF PLANT SERVICES (2600)
    - Supervision of Operation and Maintenance of Plant Services
    - Operation of Buildings Services
    - Care and Upkeep of Grounds Services
    - Care and Upkeep of Equipment Services
    - Vehicle Operation and Maint. Services (Not Student Trans.)
    - Security Services
    - Asbestos Abatement Services
    - Other Operation and Maintenance of Plant Services
  - STUDENT TRANSPORTATION SERVICES (2700)
    - Supervision of Student Transportation Services
    - Vehicle Operation Services
    - Monitoring Services
    - Vehicle Servicing and Maintenance Services
    - Other Student Transportation Services
  - SUPPORT SERVICES - CENTRAL (2800)
    - Planning, Research, Development, and Evaluation Services
    - Information Services
    - Staff Services
    - Data Processing Services
  - OTHER SUPPORT SERVICES (2900)

"OTHER" =

OPERATION OF NON-INSTRUCTIONAL SERVICES (3000 Series)
- CHILD NUTRITION PROGRAMS OPERATIONS (3100)
  - Supervision of Child Nutrition Programs Operations
  - Food Preparation and Dispensing Services
  - Food and Supplies Delivery Services
  - Other Direct and/or Related Child Nutrition Programs
  - Food Procurement Services
  - Non-Reimbursable Services
  - Nutrition Education and Staff Development
  - Other Child Nutrition Programs Operations
- OTHER ENTERPRISE SERVICES OPERATIONS (3200)
- COMMUNITY SERVICES OPERATIONS (3300)
  - Supervision of Community Services Operations
  - Other Community Services Operations

FACILITIES ACQUISITION AND CONSTR. SERV. (4000 Series)
- SUPERVISION OF FACILITIES ACQUISITION AND CONSTR. (4100)
- SITE ACQUISITION SERVICES (4200)
- SITE IMPROVEMENT SERVICES (4300)
- ARCHITECTURE AND ENGINEERING SERVICES (4400)
- EDUCATIONAL SPECIFICATION DEVELOPMENT SERVICES (4500)
- BUILDING ACQUISITION AND CONSTRUCTION SERVICES (4600)
- BUILDING IMPROVEMENT SERVICES (4700)
- OTHER FACILITIES ACQUISITION AND CONSTR. SERVICES (4900)

OTHER OUTLAYS (5000 Series)
- DEBT SERVICE (5100)
- FUND TRANSFER/REIMBURSEMENT (5200)
- CLEARING ACCOUNT (5300 Series)
- INDIRECT COST ENTITLEMENT (5400)
- PRIVATE NON-PROFIT SCHOOLS (5500)
- CORRECTING ENTRY (5600)

OTHER USES (7000 Series)
- SCHOLARSHIPS (7100)
- STUDENT AID (7200)
- STAFF AWARDS (7300)
- WORKER'S COMPENSATION CLAIMS (7400)
- TORT LIABILITY CLAIMS (7500)
- MEDICAL CARE CLAIMS (7600)
- FLEX BENEFITS (7700)
- LONG-TERM DISABILITY CLAIMS (7800)

REPAYMENT (8000 Series)
- RESTRICTED FUNDS (8100)
- OTHER REFUNDS (8900)

APPENDIX B

Statistical Support for All Graphs Contained in *Results 1993* - State Report

February, 1994

APPENDIX B

Statistical Support for All Graphs Contained in *Results 1993* - State Report

(Statistical tables are labeled in correspondence with the graphs they support.)

Graph #1
Performance Trends for the Oklahoma School Testing Program by Grade

School Year	Percentile Rank				
	3rd Grade Test	5th Grade Test	7th Grade Test	9th Grade Test	11th Grade Test
89/90	55	58	57	59	53
90/91	57	60	58	61	55
91/92	60	63	60	61	57
92/93	62	64	60	61	59

Graph #2
Performance Trends for the Oklahoma School Testing Program by Cohort

	89/90 to 91/92 Cohort				90/91 to 92/93 Cohort			
3rd Grade Test	55				57			
5th Grade Test	63 8	58			64 7	60		
7th Grade Test		60 2	57			60 0	58	
9th Grade Test			61 4	59			61 3	61
11th Grade Test				57 -2				59 -2

Graph #3
Eight Year Trends for National and Oklahoma ACT Scores

School Year	Composite Score	
	Oklahoma ACT	National ACT
85/86	20.0	20.8
86/87	19.9	20.8
87/88	20.1	20.8
88/89	19.9	20.6
89/90	20.0	20.6
90/91	20.1	20.6
91/92	20.0	20.6
92/93	20.2	20.7

Graphs #4 and 5
Five Year Trends for National and Oklahoma SAT Scores

	Score			
	Verbal		Math	
School Year	National SAT	Oklahoma SAT	National SAT	Oklahoma SAT
88/89	427	479	476	522
89/90	424	478	476	523
90/91	422	476	474	521
91/92	423	480	476	527
92/93	424	482	478	530

Graphs #6, #7, and #8
Ten Year Trends for State Total ADM, Numeric Change in State Total ADM, and Percentage Change in State Total ADM

School Year	Average Daily Membership	# Change	% Change
81/82	581,125		
82/83	588,531	7,406	1.3
83/84	586,692	-1,839	-0.3
84/85	584,442	-2,250	-0.4
85/86	585,468	1,026	0.2
86/87	581,946	-3,522	-0.6
87/88	578,063	-3,883	-0.7
88/89	574,616	-3,447	-0.6
89/90	573,323	-1,293	-0.2
90/91	578,658	5,335	0.9
91/92	587,130	8,472	1.5
92/93	594,338	7,208	1.2

Graphs #9 and #10
Five Year Trends for Dropout Rate and Eight Year Trends for Graduation Rate

School Year	Dropout Rate	Graduation Rate
85/86	-	72.0%
86/87	-	79.4
87/88	-	85.7
88/89	3.9%	78.3
89/90	3.6	78.0
90/91	4.0	78.5
91/92	3.6	79.4
92/93	3.2	77.1

Graph #11
Five Year Trends for Special Education Status Rate, Minority Enrollment Rate, and Free/Reduced Payment Lunch Eligibility Rate

School Year	Special Education Status Rate	Minority Enrollment Rate	F/R Pay Lunch Eligibility Rate
88/89	11.1%	24.5%	34.0%
89/90	11.3	25.0	36.0
90/91	11.6	25.8	36.3
91/92	11.5	26.5	39.6
92/93	11.8	27.4	41.7

Oklahoma Enrollment by Ethnic Group

School Year	White		Native Am.		Black		Hispanic		Asian	
	#	%	#	%	#	%	#	%	#	%
88/89	438,110	75.5	64,632	11.1	57,246	9.9	14,159	2.4	6,322	1.1
89/90	434,193	75.0	65,948	11.4	57,212	9.9	14,839	2.6	6,388	1.1
90/91	429,933	74.2	69,936	12.1	57,322	9.9	15,574	2.7	6,402	1.1
91/92	432,610	73.5	73,183	12.4	58,503	9.9	17,411	3.0	6,556	1.1
92/93	433,353	72.5	77,466	13.0	60,880	10.2	18,571	3.1	6,943	1.2

Graph #12
Five Year Trends for Number of Classroom (CR) Teachers, Classroom Teachers' Average Salary, Percentage of Classroom Teachers Holding an Advanced Degree, and Average Years of Experience for Classroom Teachers

School Year	Number of Classroom Teachers	CR Teachers' Average Salary	% of CR Teachers Holding an Advanced Degree	Average Years of Experience for CR Teachers
88/89	34,973	$23,789	40.0%	12.0
89/90	35,559	24,659	41.1	11.7
90/91	36,791	25,725	39.6	12.4
91/92	37,563	27,034	39.1	12.0
92/93	38,290	28,170	38.7	11.7

Graphs #13 and #14
Six Year Trends for Revenue Amounts and Revenue Percentages from State, Local/County, and Federal Sources

School Year	State		Local/County		Federal	
	$ (mil)	%	$ (mil)	%	$ (mil)	%
87/88	964	6.6	504	32.1	104	61.3
88/89	1,034	7.1	510	30.7	118	62.2
89/90	1,084	7.1	519	30.1	123	62.8
90/91	1,282	6.2	516	26.9	119	66.9
91/92	1,409	5.7	531	25.8	117	68.5
92/93	1,489	7.0	492	23.1	149	69.9

Graphs #15 and #16
Four Year Trends for Expenditure Amounts and Expenditure Percentages in Four Areas

School Year	Instruction		Support Services		Building Upkeep		Administration	
	$ (mil)	%	$ (mil)	%	$ (mil)	%	$ (mil)	%
87/88	998	63.2	308	19.6	205	13.0	67	4.2
88/89	1,068	64.1	326	19.6	199	12.0	72	4.3
89/90	1,107	63.7	351	20.2	203	11.7	77	4.4
90/91	1,230	64.1	377	19.6	229	11.9	85	4.4

Graphs #17 and #18
Two Year Trends for Expenditure Amounts and Expenditure Percentages in Seven Area

School Year	Instr.		Student Support		Instr. Support		District Admin.		School Admin.		District Support		Other	
	$ (mil)	%	$ (mil)	%	$ (mil)	%	$ (mil)	%	$ (mil)	%	$ (mil)	%	$ (mil)	%
91/92	1,265	62.1	88	4.3	65	3.2	93	4.6	124	6.1	345	16.9	55	2.7
92/93	1,340	62.3	98	4.5	71	3.3	96	4.5	131	6.1	354	16.5	60	2.8

Graph #19
Six Year Trends for Revenue per Student and Expenditures per Student

School Year	Revenue per Student	Expenditures per Student
87/88	$2,720	$2,730
88/89	2,892	2,897
89/90	3,010	3,030
90/91	3,314	3,319
91/92	3,504	3,468
92/93	3,585	3,617

APPENDIX C

STATE OF OKLAHOMA

Office of Accountability
Progress Report

Education Reform Act of 1990
(House Bill 1017)

February, 1994

STATE OF OKLAHOMA

Office of Accountability Progress Report
Education Reform Act of 1990 (House Bill 1017)

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STATE OF OKLAHOMA

OFFICE OF ACCOUNTABILITY PROGRESS REPORT
EDUCATION REFORM ACT OF 1990 (House Bill 1017)

Introduction

House Bill 1017, commonly referred to as the Oklahoma Education Reform Act of 1990, was approved by the Governor in April, 1990. As a result of an initiative petition, the bill was also approved by a vote of the people in October, 1991. The bill mandated sweeping changes in Oklahoma's education system over a period of several years. The first of the major changes became effective in 1990, starting with the 1990-91 school year. New minimum salary schedules were introduced at that time for teachers with zero (0) to fifteen (15) years of experience, with annual increases provided over a five-year period. Class-size limits were also approved, to be phased in over several years, with monetary penalties for failure to comply. New curriculum, mandatory kindergarten, elimination of county superintendents, criterion-referenced testing, early childhood training, and deregulation are some of the other major reforms mandated by House Bill 1017 and subsequent related legislation.

The following pages present a summary of the progress made thus far in complying with the many provisions of House Bill 1017, as monitored by the Office of Accountability. Although most sections of the Bill are discussed in this report, some have been excluded as they were written primarily for definition purposes to supplement other sections, or they deal with activities of other state agencies outside the realm of education. For example, the sections which established new sales and income tax provisions were not included in this report, as the tax process and related reviews are the responsibility of other entities.

In addition to reporting on specific sections of the Education Reform Act, consideration was also given to legislation passed since 1990 which may have amended any provisions of the Act. The progress reported includes action taken through the 1992-93 school year, unless otherwise indicated, recognizing that many of the provisions of the Act have not become effective yet.

This report has been prepared for the benefit of all citizens of Oklahoma who are interested in education. When it is used in conjunction with the various indicators reports issued by the Office of Accountability, it will be possible to track the progress being made in implementing the various reforms mandated by House Bill 1017. It is intended that legislators, educators, and members of the local community, which have joint accountability for the reform measures, will have the information necessary to assess both the progress and effectiveness of the reforms.

Item — Subject and House Bill 1017 Section Number

1. Accreditation (Section 2)

House Bill 1017 mandated that the State Board of Education adopt new accreditation standards to be met not later than June 30, 1995, for high schools and June 30, 1999, for elementary, middle, and junior high schools. State accreditation shall be denied to schools or districts not meeting the requirements of this bill by these dates. In accordance with this mandate, new curriculum standards, entitled Priority Academic Student Skills (PASS), were approved by the State Board of Education in September, 1993, for implementation in the 1993-94 school year. (See Item 4). The Bill also provides that school districts will not lose or be denied accreditation solely for failure to fully implement the curricular standards prior to the 1997-98 school year. Each district has submitted its Comprehensive Local Education Plan (CLEP) for meeting the new accreditation standards to the State Department of Education (SDE). (See Item 25).

2. Provision of School Counselors (Section 2B)

Since July 1, 1990, as provided in House Bill 1017, the State Board of Education has required that each district provide information regarding the number of counselors serving each school site, their duties, and the number of students served per counselor. A state summary report is prepared each year by the SDE, showing the information required for each school. The report for the 1992-93 school year was distributed in April, 1993, showing an average of 427 students per counselor on a statewide basis. This compares to an average of 452 for the year House Bill 1017 went into effect. The State Board's new accreditation standards provide the following counselor targets and effective dates:

a. Elementary Schools - Each school shall provide for guidance services, effective with the 1998-99 school year.

b. Secondary Schools - At least one certified counselor to each 450 students in a district, with a minimum of one half-time counselor per district, effective with the 1994-95 school year.

c. Middle-Level Schools - The same as for Secondary Schools (Item b), except it will become effective with the 1998-99 school year.

3. Oklahoma Curriculum Committee (Sections 4 and 5)

This committee was created by House Bill 1017 to operate until February 1, 1991, for the purpose of making recommendations to the State Board of Education concerning public schools' curricular standards. The committee was composed of 22 members from all levels of education, including the state heads of common education, higher education, and vocational-technical services, plus two parents and two members of Task Force 2000. After spending a great deal of time on this project, the committee presented its recommendations on October 28, 1990, and they were subsequently adopted by the State Board in January, 1991, with certain revisions. The revised version of Learner Outcomes was approved by the State Board on August 22, 1991, and the Outcomes were distributed to classroom teachers in March, 1992. (See Item 4).

Item — Subject and House Bill 1017 Section Number

4. Curricular Standards (Sections 6 and 7)

In accordance with the statutes, the curriculum standards are to be reviewed by the State Board every three years in order that changes may be made, if necessary, to improve the quality of education in Oklahoma. Accordingly, the Learner Outcomes developed by the Curriculum Committee in 1990, as described in Item 3, were thoroughly reviewed in 1993 by a group of more than 800 educators, parents, and community members. As a result, numerous changes were made in the curriculum. The core curriculum proposed by this group was adopted by the State Board of Education in September, 1993, for kindergarten through Grade 12, to be effective with the 1993-94 school year. As stated in Item 1 (above), the new curriculum is entitled Priority Academic Student Skills (PASS).

5. Consolidation-Annexation (Sections 8 through 13, amended by House Bill 1271 in 1991)

July 1, 1991 was the deadline established by House Bill 1017 for school districts to notify the State Board of Education of their intent to annex or consolidate in order to be considered for state funding. House Bill 1271 subsequently extended the deadline to September 1, 1991, but this bill was invalidated by the Oklahoma Supreme Court. In response to a State Department of Education request, the Legislature later extended the deadline for submitting a letter of intent to June 30, 1992. Since that date, consolidations and annexations have continued to occur even though there has been no additional state funding for these purposes. The number of districts has been reduced from 606 at the time House Bill 1017 was passed to 554 as of January 1, 1994. Approval of further consolidations in two recent elections will reduce the number of districts to 552 as of June 30, 1994.

6. Kindergarten (Section 14)

House Bill 1017 provides that one-half (1/2) day of kindergarten is required of all children five years of age or older, beginning with the 1991-92 school year. All districts in the state are in compliance with this provision. The bill further provided that all kindergarten teachers employed on or after January 1, 1993, must first be certified in early childhood education. Those employed prior to January 1, 1993 must have a special early childhood kindergarten certificate or obtain early childhood certification on or before the 1996-97 school year. There were 45,289 children enrolled in kindergarten in 1992-93.

7. Early Childhood Education (Sections 15 and 16)

Beginning with the 1990-91 school year, the State Department of Education developed an Early Childhood Education program which may be provided in any public school district for children who are four years old on or before September 1. During the 1992-93 school year, 4,859 children were enrolled in programs being offered in 116 public school districts. This includes those who pay tuition (at rates set separately in each district) and those who attend free (those who qualify for the federally-sponsored Head Start Program).

Item — Subject and House Bill 1017 Section Number

8. Technology and Innovation (Section 17)

As suggested in House Bill 1017, school districts are using at least some of their increased funding for new technology. While there is a great deal of variation among districts, there is an ever-increasing usage of computers in the classroom and for administrative purposes. For the 1992-93 school year, there were 12.45 students per computer for all districts in the state, compared to a rate of 17.65 for the 1991-92 school year, based upon surveys made in each of those years.

9. Optional Extended School Year (Section 18)

School districts have the option of establishing an extended school year at the district, site, or class level. An extended school year shall consist of either eleven (11) or twelve (12) months in which school is offered in excess of two hundred (200) days of at least six (6) hours each day. Currently, there are no schools in Oklahoma with an extended school year, based upon this definition. Several school districts have made tentative plans for an extended school year, but none have gone through with them because state funding has never been made immediately available.

10. Testing of Students (Sections 19 and 20, amended by Senate Bill 958 and Executive Order 92-8 in 1992 and House Bill 1383 in 1993)

House Bill 1017 provided that the following tests be administered annually at the grade levels indicated:

Type of Test	Grade-Levels
a. Norm-referenced achievement	3, 5, 7, 9, & 11
b. Norm-referenced writing	7 and 10

For the writing assessment tests in Grades 7 and 10, the Stanford Writing Assessment Program has been used since the 1991-92 school year. Achievement tests for Grades 3, 5, and 7 are the Iowa Tests of Basic Skills (ITBS), and for Grades 9 and 11, the Tests of Achievement and Proficiency (TAP) are used, both of which have been used for several years. These tests were properly administered in all districts in the 1992-93 school year.

House Bill 1017 originally provided for a graduation test, but the Oklahoma Legislature deleted this provision in 1992 (Senate Bill 958). At this time, they also mandated criterion-referenced tests for Grades 5, 8, and 11. The test results will be used to assess the student's knowledge of the new curriculum. It is not intended that they be used to determine whether a student is promoted or retained. The criterion-referenced tests will be field tested in the spring of 1994 (per House Bill 1393) in over 200 schools, selected scientifically through matrix sampling by the testing company. The actual testing will be phased in by subject over a multi-year period, starting with the 1994-95 school year. Norm-referenced tests will be continued in Grades 3 and 7.

Item — Subject and House Bill 1017 Section Number

10. Testing of Students (Continued)

The Governor's Executive Order 92-8 (Literacy Passport), signed July, 29, 1992, requires that a student must perform satisfactorily on the criterion-referenced eighth grade tests in math, science, reading, and writing before credit will be given for ninth- through twelfth-grade courses completed by the student. For those failing this test, remediation shall be provided in the subjects failed, and the test may be taken again the following year.

11. Oklahoma Educational Indicators Program (Section 21)

This section provided that the State Board of Education shall establish an Oklahoma Educational Indicators Program for the purpose of assessing the performance of public schools. It was further provided that the Indicators Program will be the basis for numerous indicators to be presented on both a current and historical basis. Measurement results are to be reported with no undue reliance upon any single type of indicator, in order that the public, including parents and students, may be made aware of test results and their meaning, the relative accomplishments of public schools, and the progress being achieved in common education.

The Office of Accountability, established in the fall of 1990, produced its first annual district indicators reports in 1991 for the school year 1989-90. District and state-level indicators reports have been prepared every year since. Starting with the 1990-91 school year, site-level indicators reports have also been prepared on an annual basis. State, district, and site-level indicators reports for the 1992-93 school year are being issued in February, 1994, under the title of *Results 1993*. The first district historical report, for the years 1990-1993, was issued in December, 1993. The indicators reports are distributed to all legislators, state libraries, school administrators, and various other interested groups and individuals. (See Item 26 for a description of the Office of Accountability and its duties).

12. Deregulation (Section 22)

A six-member Deregulation Committee, chaired by the Superintendent of Public Instruction, was mandated by House Bill 1017 to study appropriate areas for deregulation on a long-term basis. A report of the committee's findings was submitted to the Governor, Speaker of the House, and President Pro Tempore on May 30, 1991, and the committee was dissolved May 31, 1991. The State Board of Education is responsible for approving deregulation proposals, which are presented for approval on a regular basis at the Board's monthly meetings. There have been 47 requests approved since the initial approval in June, 1992. Examples of items deregulated are: (1) adoption of a four-day school week, (2) a superintendent serving two districts, and (3) scheduling parent-teacher conferences on consecutive days each semester rather than having one conference per quarter.

Item — Subject and House Bill 1017 Section Number

13. Alternative Placement Program (Section 23, amended by Senate Bill 158 in 1991 and House Bill 2246 in 1992)

This program was originally established by House Bill 1017 for alternative certification in secondary education only in math, science, or a foreign language. In 1991, Senate Bill 158 changed the name of the program to alternative placement and expanded the field to include graduates with a major in any field of specialization required for a Secondary Certificate, an Elementary-Secondary Certificate, or a Vocational-Technical Certificate. The time was also shortened from five to three years within which a person must attain a standard teaching certificate. Additionally, with the passage of House Bill 2246 in 1992, the applicant no longer has to have an offer of employment to be approved for the program.

Effective with the 1990-91 school year, the Office of Accountability has issued an annual report in July of each year showing the status of the alternative placement program. During the 1992-93 school year, 141 teachers enrolled in the program, compared to an enrollment of only 31 for the previous year.

14. County School Superintendents (Section 24, amended by House Bill 1744 in 1993)

The bill abolished the office of county superintendent effective April 25, 1990, although those already in office on that date were allowed to serve until the end of the then-current term, which was July 4, 1993. In 1993, House Bill 1744 was passed to either delete or reassign the duties of the county superintendents. This bill also mandated that each county superintendent's records be transferred to the related county clerk for maintenance, preservation, and security, which has since been done.

15. Local Board Member Eligibility (Section 25)

The bill requires that a high school diploma or certificate of high school equivalency must have been earned to be eligible to serve on a district board of education. In 1991, a comprehensive review was made to ensure that all local board members elected during that year had earned a high school diploma or an equivalent certificate. In 1993, a survey was made of all board members elected in 1992 and 1993 for the same reason. The results of this survey, showing three members who had no high school diploma or equivalent certificate, were submitted to the State Board of Education for further action. Current statutes provide that a board member position is automatically declared vacant within 30 days when it is disclosed that the member does not meet qualifications for the office, but the statutes include no enforcement power.

Note: The Education Oversight Board requested that the State Election Board include the diploma requirement on the election application, but the request was denied. A letter was then sent to local school board candidates informing them that their eligibility requires a high school diploma or certificate of high school equivalency.

Item — Subject and House Bill 1017 Section Number

16. Local Board Member Education Requirements (Sections 26 and 27, amended by House Bill 1091 in 1991 and House Bill 2063 in 1993)

New school board members are required to attend a two-day State Department of Education workshop in cooperation with the Oklahoma State School Boards Association within nine months of election, or to attend twenty hours of other state-sponsored workshops. House Bill 1091 changed the time span for completion of the new-member training from nine to thirteen months in 1991. In addition, every member is required to take fifteen hours of continuing education during any full term of office. There are currently some 2,700 school board members serving all districts in the state. All new members elected in 1991 and 1992 have completed their new-member training except for 54 elected in 1991 and 52 elected in 1992. The number of members elected in 1993 who are delinquent, if any, will not be known for thirteen months following their election. There are also 29 members serving who did not meet their continuation training requirements in 1992 and 1993.

17. Class Size Limitations (Sections 28 through 30)

Class-size requirements mandated by House Bill 1017 are shown in the following table:

Grades	1989-90	1990-91	1991-92	1992-93	1993-94 & Thereafter
K	25	24	23	22	20
1-3	22	21	21	21	20
4-6	25	23	22	21	20
7-9	36	36	36	36	see below

7-12 Starting with 1993-94 school year - Daily student load of 140
7-12 Starting with 1997-98 school year - Daily student load of 120

For the 1992-93 school year, 36 school districts were penalized in excess of $294 thousand in state aid funds for failure to meet the class-size limits shown above. This compares to penalties in 40 districts for $445 thousand during the previous year. Whereas monetary penalties are assessed for exceeding the limits in kindergarten through Grade nine (9), the penalty for exceeding class-size limits in secondary schools will result in loss of accreditation after June 30, 1995, as provided in Section 2 of the bill. This section also provides that violations of class-size limits will also result in denial of accreditation for elementary, middle, and junior high schools after June 30, 1999. (See Item 1).

Item — Subject and House Bill 1017 Section Number

18. Teacher Assistants (Section 31)

House Bill 1017 provides that beginning with the 1990-91 school year, a teacher's assistant or a volunteer should be used at each school site in kindergarten through Grade two when there are classes in excess of 20 students as of September 15, if at least 20 percent of the students are eligible to participate in the National School Lunch Act of 1946. (This provision does not apply to any classes not subject to class-size limitations, Special Education classes, or Chapter I pull-out sections). Standards and regulations established by the State Board of Education are being followed by the districts in regard to how and when teacher assistants may be used.

19. Length of School Day (Section 32)

A school day shall consist of six (6) hours for students, except for those in early childhood or kindergarten and those in the first grade who may have a different number of hours defined by statute or a State Board of Education ruling. All schools are in compliance with this provision. Effective with the 1993-94 school year, the school day for kindergarten, which is currently four hours, may consist of six (6) hours, if the school so chooses.

20. Use of School Property for Non-Education Purposes (Section 33)

The State Board of Education shall encourage local school boards to promote and allow the use of its buildings and property for religious, political, literary, community, cultural, scientific, mechanical, agricultural, parental involvement, or other public interest purposes. The school districts throughout the state are complying with this provision and are charging the users reasonable amounts to cover the costs of usage.

21. Parental Involvement (Sections 34 and 35, amended by House Bill 1236 in 1993)

It is the policy of the State Department of Education to encourage parental interest in student achievement. It has developed a program of parent education which provides information and guidance to parents regarding the development of young children. This program is being phased in so that services will be available to parents of children under age three (3) in school districts identified by the Board as having the greatest number of children who are considered to be at risk in education starting with the 1991-92 school year. Beginning with the 1992-93 school year, the Board is expanding the program each year so that services will be available to school sites based on the priority of those having the greatest percentage of students eligible for free or reduced lunch. A parent education program will be offered within all school districts by the 1994-95 school year, non-contingent upon additional funding.

The State Board of Education approved the process to distribute $600,000 in state funds on November 21, 1991, for the Oklahoma Parents as Teachers Program (OPAT). There were 13 districts participating in OPAT in 1991-92, 45 in 1992-93, and 75 in 1993-94. Funds were also made available to districts interested in implementing a program for children from birth to three years old in 1993-94. In addition, a state-wide parent awareness conference will be conducted during the spring of 1994 for all districts who are interested.

Item	Subject and House Bill 1017 Section Number

22. Pilot Projects (Section 36)

The State Board of Education is authorized to promulgate rules and regulations for the establishment of pilot projects that replace traditional teaching or learning techniques, and to make grants for such projects if funds are available. Thus far, funds have not been made available for this purpose.

23. Department of Human Services Assistance (Section 37)

The Department of Human Services has written provisions in its operations manual that the case workers' responsibilities include the encouragement of parents who receive aid for dependent children to: (1) enroll their children in early childhood programs or kindergarten and (2) become involved in their childrens' school attendance and activities. The manual also provides that credit will be applied towards work experience or job training requirements for parents who are involved in their children's school attendance and activities. This information is also covered in the training of both the field staff and office personnel..

24. Discipline (Section 38)

The State Department of Education has provided materials to each district board of education dealing with effective discipline techniques as an alternative to corporal punishment.

25. School Improvement Plan (Section 39, amended by Senate Bill 986 in 1992)

Each local board of education shall submit a four-year school improvement plan compiled by a committee of teachers and parents after holding at least one public hearing. The plan includes a program which will enable the district to meet or exceed the accreditation requirements set out in Section 2 of House Bill 1017. Senate Bill 986 changed the mandate to a four-year Comprehensive Local Education Plan (CLEP) which shall include school improvement, staff development, and capital improvement. A CLEP was submitted by each district to the Department of Education in May, 1993. (See Item 1).

26. Accountability to the Public (Sections 42 and 43)

The Education Oversight Board was created in 1990 by House Bill 1017 to oversee the implementation of the provisions of the Bill and to govern the operation of the Office of Accountability. The Oversight Board consists of five members. There are three non-legislative members who serve four-year terms, one appointed by the Governor, one by the President Pro Tempore of the State Senate, and one by the Speaker of the House of Representatives. The other two members are ex officio, by virtue of their positions as chairpersons of the Senate and House Education Committees.

Item — Subject and House Bill 1017 Section Number

26. Accountability to the Public (Continued)

The Education Oversight Board began meeting as a group in the fall of 1990 and periodic open meetings have been held since. The meetings, attended regularly by the Secretary of Education and members of the Office of Accountability, are conducted in accordance with provisions of the Oklahoma Open Meeting Act. The purpose of the meetings is to review the progress being made in implementing the provisions of House Bill 1017, and to make recommendations for appropriate educational improvement.

The Secretary of Education serves as the Chief Executive Officer of the Office of Accountability, which was also created by House Bill 1017. The purpose of the Office of Accountability is to monitor public school districts' efforts to comply with the provisions of this bill, to have executive responsibility for the Oklahoma Educational Indicators Program, and to review, prepare reports, and make public comment on the implementation of the bill's provisions. Thus, both the Oversight Board and the Secretary of Education provide direction to the Office of Accountability in its ongoing efforts to produce the annual Oklahoma Educational Indicators Reports and other reports pertinent to the performance of all school districts in the state. (See Item 11 for explanation of the Oklahoma Educational Indicators Program).

27. Teacher Salaries (Sections 44 through 49)

House Bill 1017 established a minimum salary schedule for teachers with zero (0) through fifteen (15) years of experience. The bill contains separate salary tables with annual increases for each of the years 1990-91 through 1994-95. Local school boards are responsible for the salary schedules for teachers with more than 15 years of experience. They may also adopt local salary schedules above the state minimum requirements for those with 0-15 years of experience. The State Department of Education School Personnel Section monitors the minimum salary requirements and submits a report to the Legislature by January 1 of each year. To date, the districts are meeting or exceeding the minimum levels.

Teacher salary raises are independent of administrative salaries. A school district shall not calculate teachers' salaries solely as a proportion of the salaries of that district's administrators. Since the 1990-91 school year, a copy of each district superintendent's contract has been submitted to the State Department of Education within fifteen (15) days after signing, and all contracts are available for public inspection.

28. Teacher Incentive (Section 50)

In accordance with the law, the State Board of Education authorized six models of incentive pay plans for the school districts to choose from, and information on each model has been distributed to all school districts. District boards may adopt any of the academically-based incentive pay plans approved by the State Board. If 20% of the classroom teachers in a district sign a petition for adoption, the district board shall be required to adopt one of the approved plans. After being approved by the district board, the plan must be submitted to the State Board for final approval on or before March 1. Thus far, only two plans have been submitted for State Board approval--one for McAlester and one for Velma-Alma. Both were approved in 1992.

Item — Subject and House Bill 1017 Section Number

29. Staff Development - Multicultural and Outreach to Parents (Section 51)

The State Board of Education approved revised staff development rules and regulations to include a component of training in multicultural education and outreach to parents. Since 1991, the State Department of Education has held local and regional workshops on multicultural education and outreach to parents for teachers and administrators. Approximately 7,500 attended in 1991, 10,700 in 1992, and 10,000 in 1993. The Department of Education also has video tapes on multicultural education and outreach to parents which are available for use by all school districts.

30. Minority Educators (Section 52)

The Oklahoma Minority Teacher Recruitment Center, administered by the State Department of Education since July 1, 1992, has implemented the following programs to help recruit potential minority educators: Oklahoma Minority Educational Information Service; High School Teacher Cadet and Middle School Pro-Team Programs to foster interest in teaching; College Partnership Programs; in-service and conference programs for school administrators and college faculty; and multicultural education programs for school personnel and mentor programs. Currently, there are 20 Teacher Cadet Programs (17 Districts) and 10 Pro-Team programs (8 Districts). There are six state universities participating in the College Partnership Programs (Cameron, Northeastern, Northwestern, OSU, Southwestern, and UCO).

31. Leadership Development (Section 55)

If funds are available, the State Board of Education is to adopt and implement programs to develop leadership skills for school district administrators, utilizing expertise from private industry, starting with the 1992-93 school year. Thus far, funds have not been made available for this purpose.

32. Public School/Business Partnerships (Section 56)

This section provides that local school boards be encouraged to explore the benefits of local foundations and public school/business partnerships. There are approximately 120 local school foundations throughout the state funded by private donations under the Foundations of Excellence program and, there are several other localities which are either in the start-up phase or have expressed an interest to establish a foundation. There are also many school/business arrangements among the various districts in the state.

Item	Subject and House Bill 1017 Section Number

33. Teacher Education (Section 57, amended by House Bill 2246 in 1992)

A subcommittee formed by the Professional Standards Board in accordance with this section developed a teacher training document entitled "Teacher Preparation for the 21st Century." The subcommittee also submitted a report with recommendations to the State Board of Education on projected teacher shortages and recruitment of minority teachers prior to January 1, 1991. House Bill 2246, passed in 1992, mandated that a new outcomes-based teacher preparation system be developed and in place by September 1, 1995. The Oklahoma Commission for Teacher Preparation (OCTP) was created to develop this system, which requires that an assessment system be designed to measure the desired outcomes. Currently, the 31-member commission, composed of a variety of stakeholders--legislators, educators, and community members--is actively engaged in the development of the required system.

34. Teacher and Administrator Definition (Section 58)

This section provides definitions for teachers, superintendents, and principals, as well as their certification requirements. From July, 1993 forward, all teaching principals are required to hold administrative certificates, whereas this was previously not a requirement.

35. Administrative Services Expenditures (Section 65)

This section mandated that the State Board of Education develop a plan to limit the percentage of expenditures for administrative services, with the assistance of an Advisory Committee appointed by the State Superintendent of Public Instruction. The committee, composed of two teachers, two superintendents, two parents, and two chief executive officers from private business, recommended that administrative expenditures be limited to 16 percent of general fund expenditures in each district. The committee report, approved by the State Board on December 20, 1990, was promptly submitted to the legislature. There has been no further action since that time.

36. Superintendent Duties in Dependent (Elementary) Districts (Section 69)

This section provided that the duties of superintendents in dependent (elementary) school districts shall be exercised by the applicable county superintendent. This provision is no longer applicable, as the county superintendent position has been eliminated. (See Item 14). Each elementary district now has its own superintendent.

37. Administrator Evaluation (Section 73)

A thirteen-member Administrator Evaluation Committee developed the following: (1) new administrator evaluation standards for State Board consideration, and (2) guidelines for administrator training and support programs for use by the State Department of Education. The Administrator Evaluation Committee was in existence until October 1, 1990. It presented a report to the State Department of Education containing standards for the evaluation of administrators, and guidelines for the ongoing training and support programs for administrators. As a result, tighter evaluation standards were included in the new accreditation standards adopted by the State Board.

Item	Subject and House Bill 1017 Section Number

38. Teacher Due Process Act (Sections 75 through 85)

House Bill 1017 changed grounds for dismissal or nonreemployment of teachers and changed hearing and appeal procedures. New grounds include instructional ineffectiveness and unsatisfactory teaching performance. The State Board of Education adopted Standards of Performance and Conduct for Teachers, which contain rules for districts to follow in order to comply with these requirements. Such rules, along with any additional rules adopted by local boards of education, are provided to every teacher by April 10 of each year.

39. Student Transfers (Sections 88 through 92, amended by House Bill 1744 in 1993)

House Bill 1017 provided that the county superintendent shall grant applications for transfers between districts if such transfers have the approval of the boards of both districts. With the passage of House Bill 1744 in 1993, the processing of inter-district transfers is now the responsibility of the receiving district.